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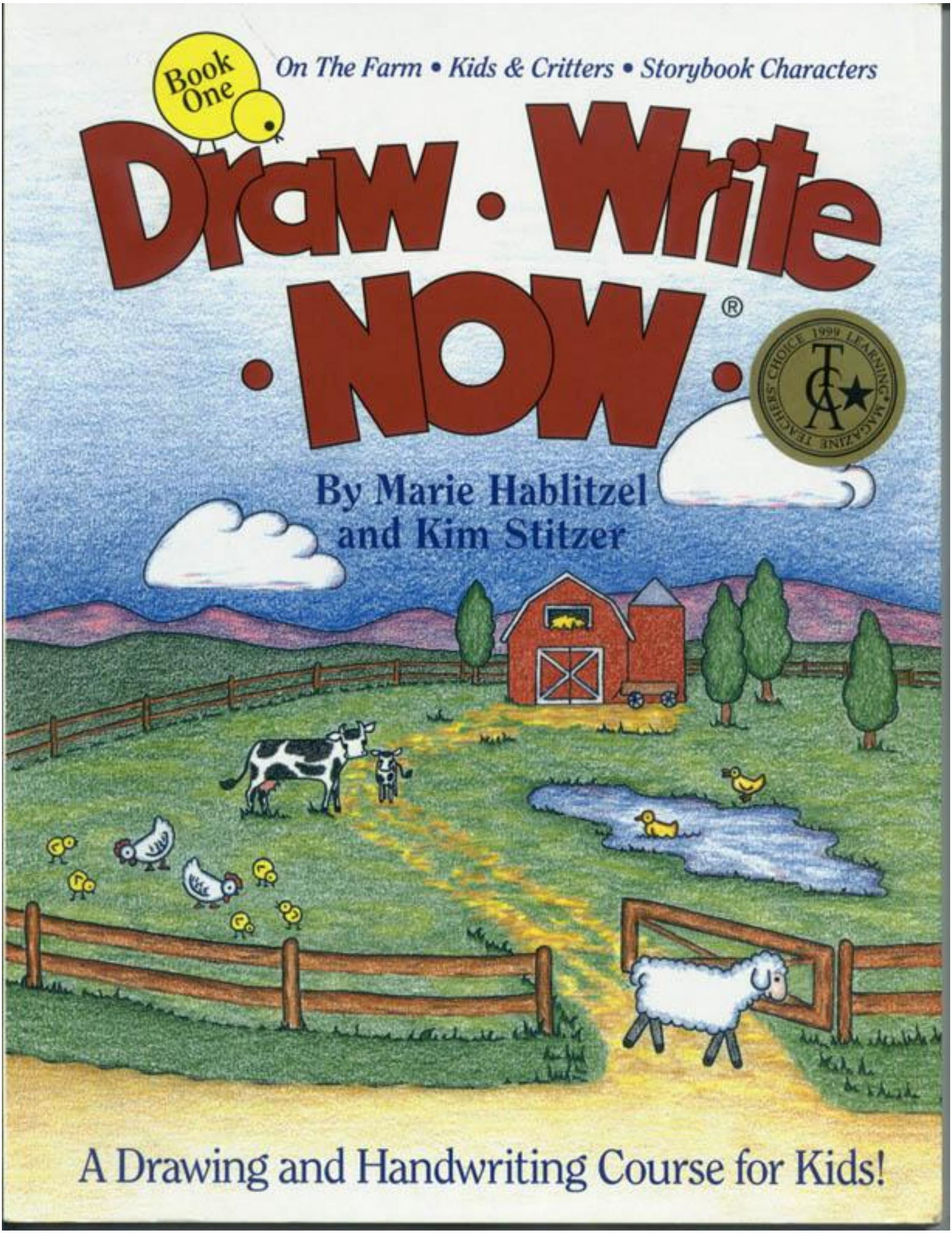

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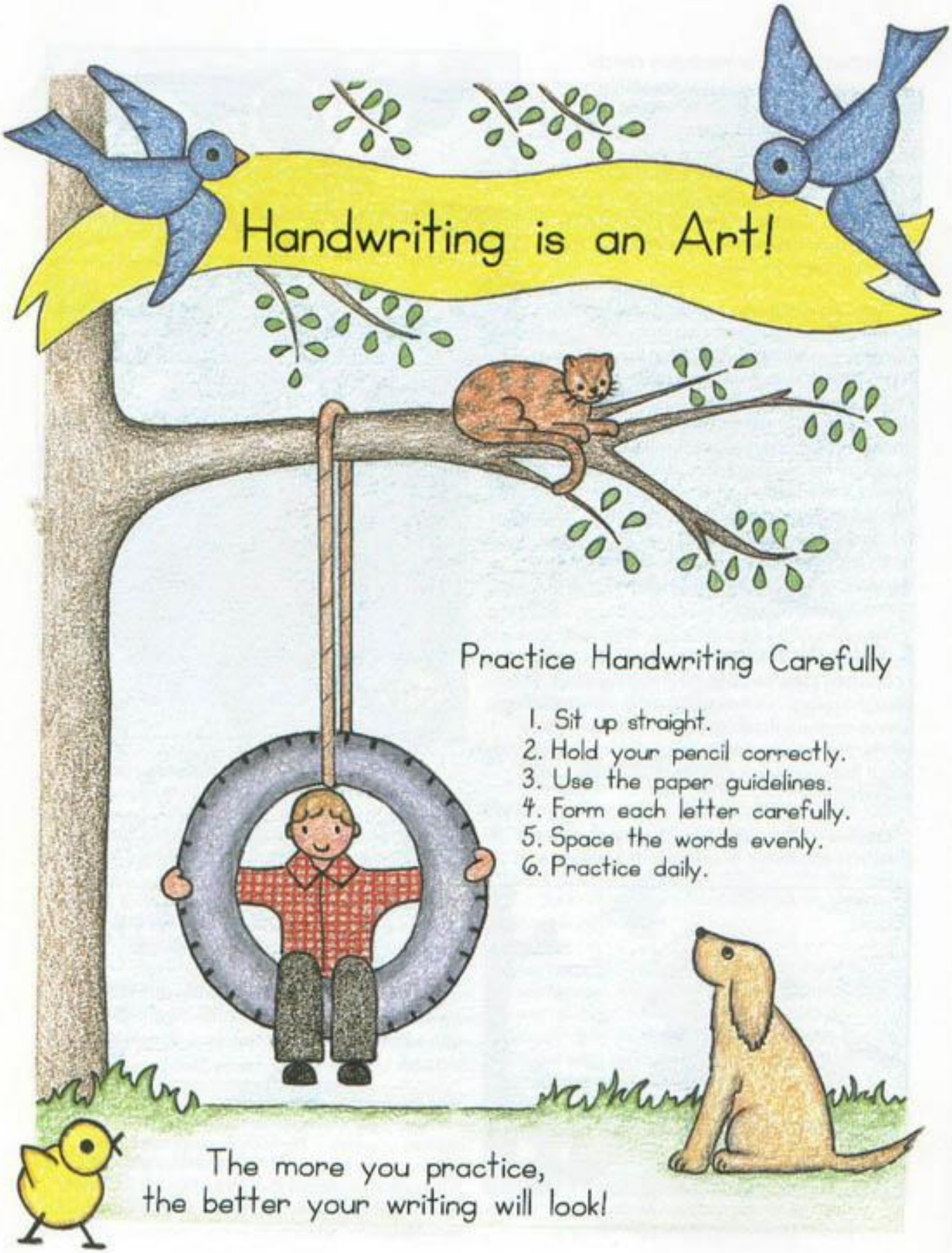

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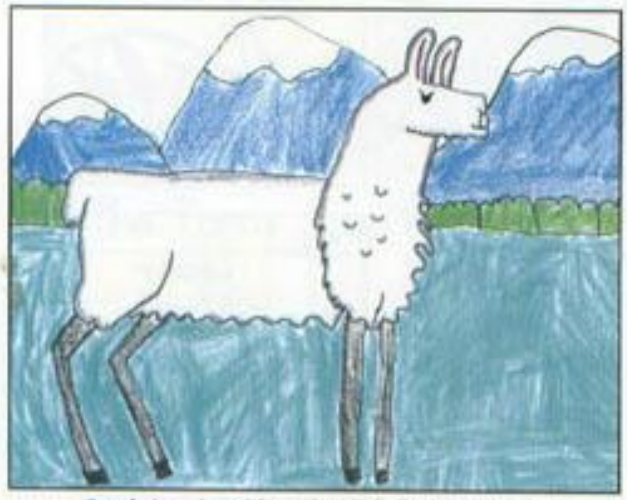
A few tips to get started...

This is a book for children and their parents, teachers and caregivers. Although most young people can complete the lessons in this book quite successfully on their own, a little help and encouragement from a caring adult can go a long way toward building a child's self-confidence, creativity and technical skills.



South American Llama by Michelle Stitzer, age 7 from Draw•Write•Now®, Book Seven

The following outline contains insights from the 30-plus years the authors have worked with the material in this book. Realizing that no two children or classrooms are alike, the authors encourage you to modify these lessons to best suit the needs of your child or classroom. Each ***Draw•Write•Now®*** lesson includes five parts:

1. Introduce the subject.
2. Draw the subject.
3. Draw the background.
4. Practice handwriting.
5. Color the drawing.

As presented here, each child will need a pencil, an eraser, drawing paper, penmanship paper and either crayons, color pencils or felt tip markers to complete a lesson.

1. Introduce the Subject

Begin the lesson by generating interest in the subject with a story, discussion, poem, photograph or song. The questions on the illustrated notes scattered throughout this book are examples of how interest can be built along a related theme. Answers to these questions and the titles of several theme-related books are on pages 32, 50 and 62.

2. Draw the Subject

Have the children draw with a pencil. Encourage them to draw lightly because some lines (shown as dashed lines on the drawing lessons) will need to be erased. Show the children the finished drawing in the book. Point out the shapes and lines in the subject as the children work through the lesson. Help the children see that complex objects can be viewed as combinations of lines and simple shapes.

Help the children be successful! Show them how to position the first step on their papers in an appropriate size. Initially, the children may find some shapes difficult to draw. If they do, provide a pattern for them to trace, or draw the first step for them. Once they fine-tune their skills and build their self-confidence, their ability and creativity will take over. For lesson-specific drawing tips and suggestions, refer to *Teaching Tips* on pages 63–64.

3. Draw the Background

Encourage the children to express their creativity and imagination in the backgrounds they add to their pictures. Add to their creative libraries by demonstrating various ways to draw trees, horizons and other details. Point out background details in the drawings in this book, illustrations from other books, photographs and works of art.

Encourage the children to draw their world by looking for basic shapes and lines in the things they see around them. Ask them to draw from their imaginations by using their developing skills. For additional ideas on motivating children to draw creatively, see pages 30–31, 48–49 and 60–61.

4. Practice Handwriting

In place of drills—rows of e's, r's and so on—it is often useful and more motivating to have children write complete sentences when practicing their handwriting. When the focus is on handwriting—

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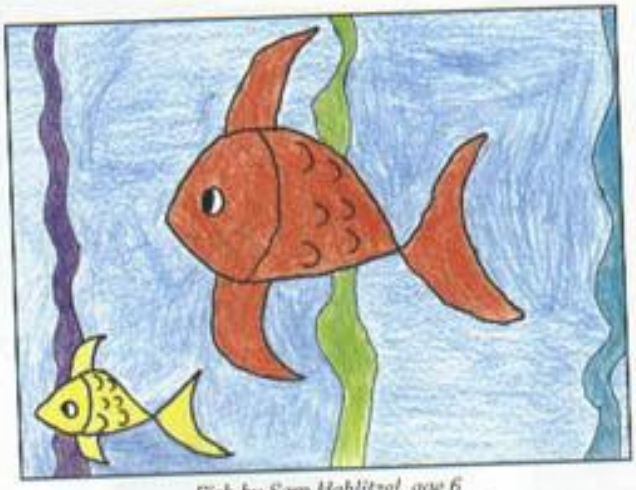
rather than spelling or vocabulary enrichment—use simple words that the children can easily read and spell. Begin by writing each word with the children, demonstrating how individual letters are formed and stressing proper spacing. Start slowly. One or two sentences may be challenging enough in the beginning. Once the children are consistently forming their letters correctly, encourage them to work at their own pace.

Eskimo by Marianne Hablitzel, age 8
from Draw•Write•Now®, Book Four

There are many ways to adapt these lessons for use with your child or classroom. For example, you may want to replace the authors' text with your own words. You may want to let the children compose sentences to describe their drawings or answer the theme-related questions found throughout the book. You may prefer to replace the block alphabet used in this book with a cursive, D'Nealian® or other alphabet style. If you are unfamiliar with the various alphabet styles used for teaching handwriting, consult your local library. A local elementary school may also be able to recommend an appropriate alphabet style and related resource materials.



Fish by Sam Hablitzel, age 6
from Draw•Write•Now®, Book Six

5. Color the Picture

Children enjoy coloring their own drawings. The beautiful colors, however, often cover the details they have so carefully drawn in pencil. To preserve their efforts, you may want to have the children trace their pencil lines with black crayons or fine-tipped felt markers.

Crayons—When coloring with crayons, have the children outline their drawings with a black crayon *after* they have colored their pictures (the black crayon may smear if they do their outlining first).

"Batter up!" by Tyler Stitzer, age 5
from Draw•Write•Now®, Book One

Color Pencils—When coloring with color pencils, have the children outline their drawings with a felt tip marker *before* they color their drawings.

Felt Tip Markers—When coloring with felt tip markers, have the children outline their drawings with a black marker *after* they have colored their pictures.

Your comments are appreciated!

How are you sharing Draw•Write•Now® with your children or students? The authors would appreciate hearing from you. Write to Marie Hablitzel and Kim Stitzer, c/o Barker Creek Publishing, P.O. Box 2610, Poulsbo, WA 98370, USA or visit our website at www.barkercreek.com.

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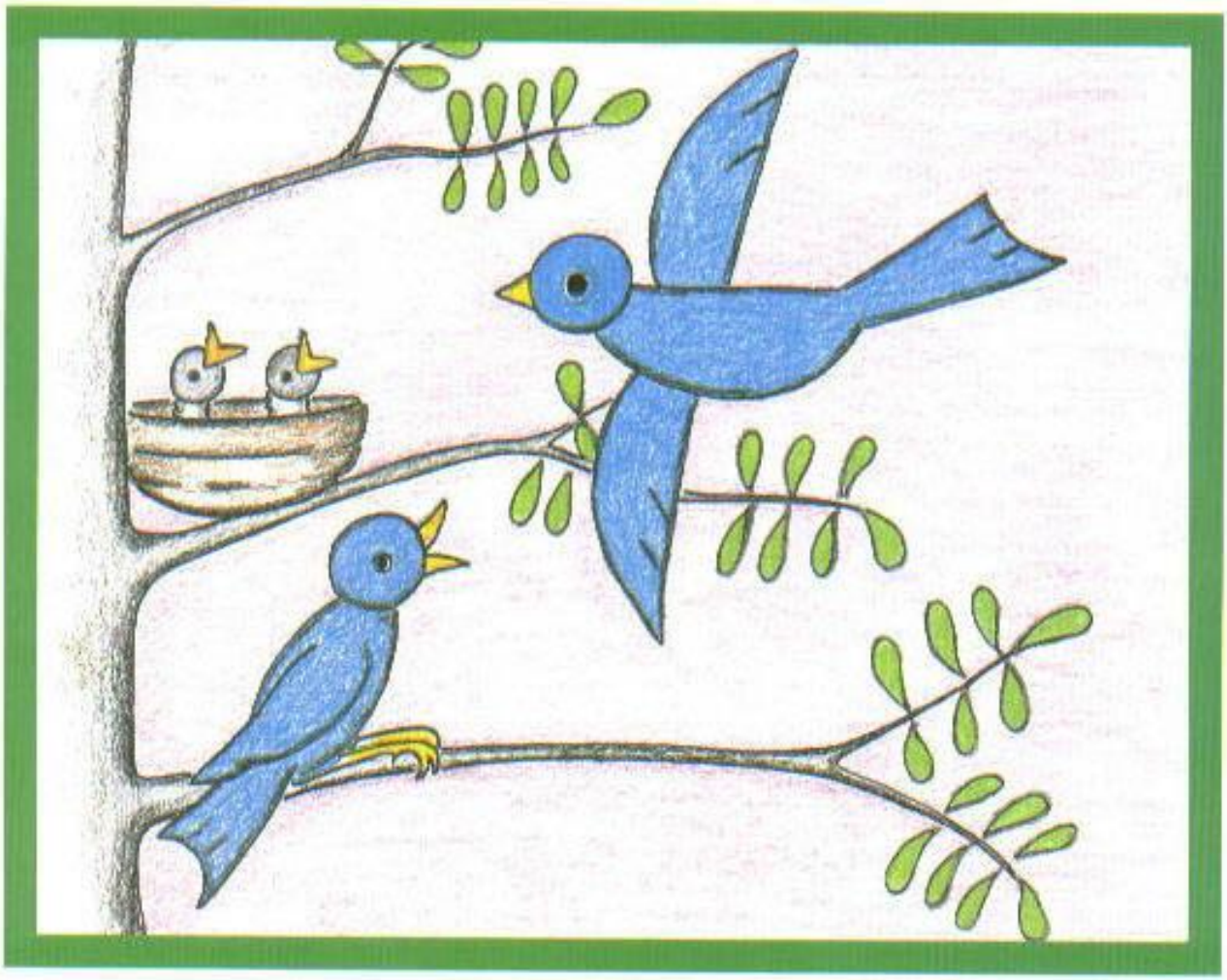

Birds fly in the sky.
They build nests.
They eat bugs and worms.
We like to hear them sing.

What color are the birds near your home?

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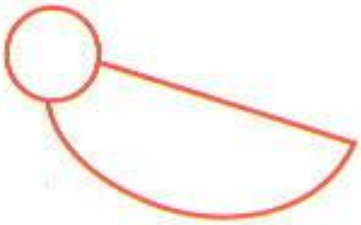
Birds

Question answered on page 50

1.



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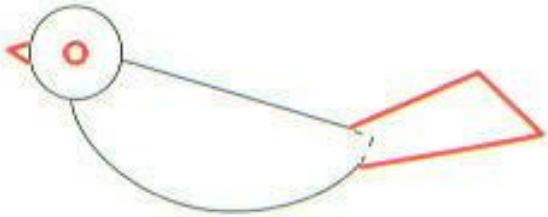

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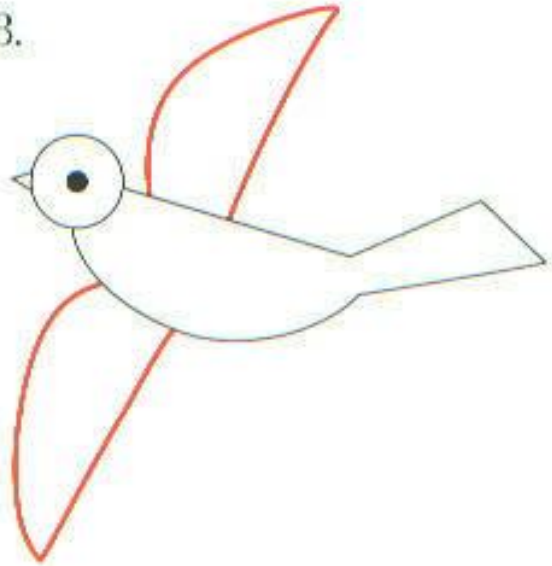
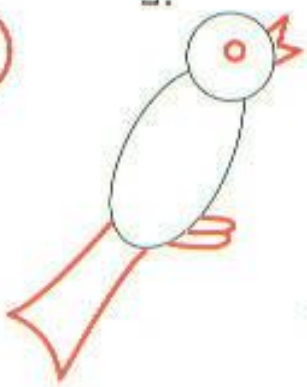


4.

1.

2.



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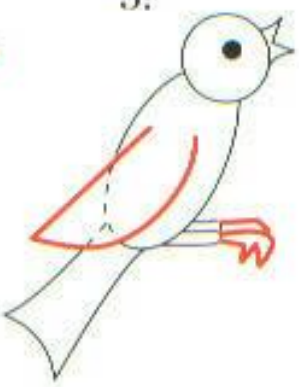

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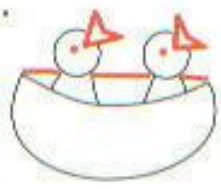

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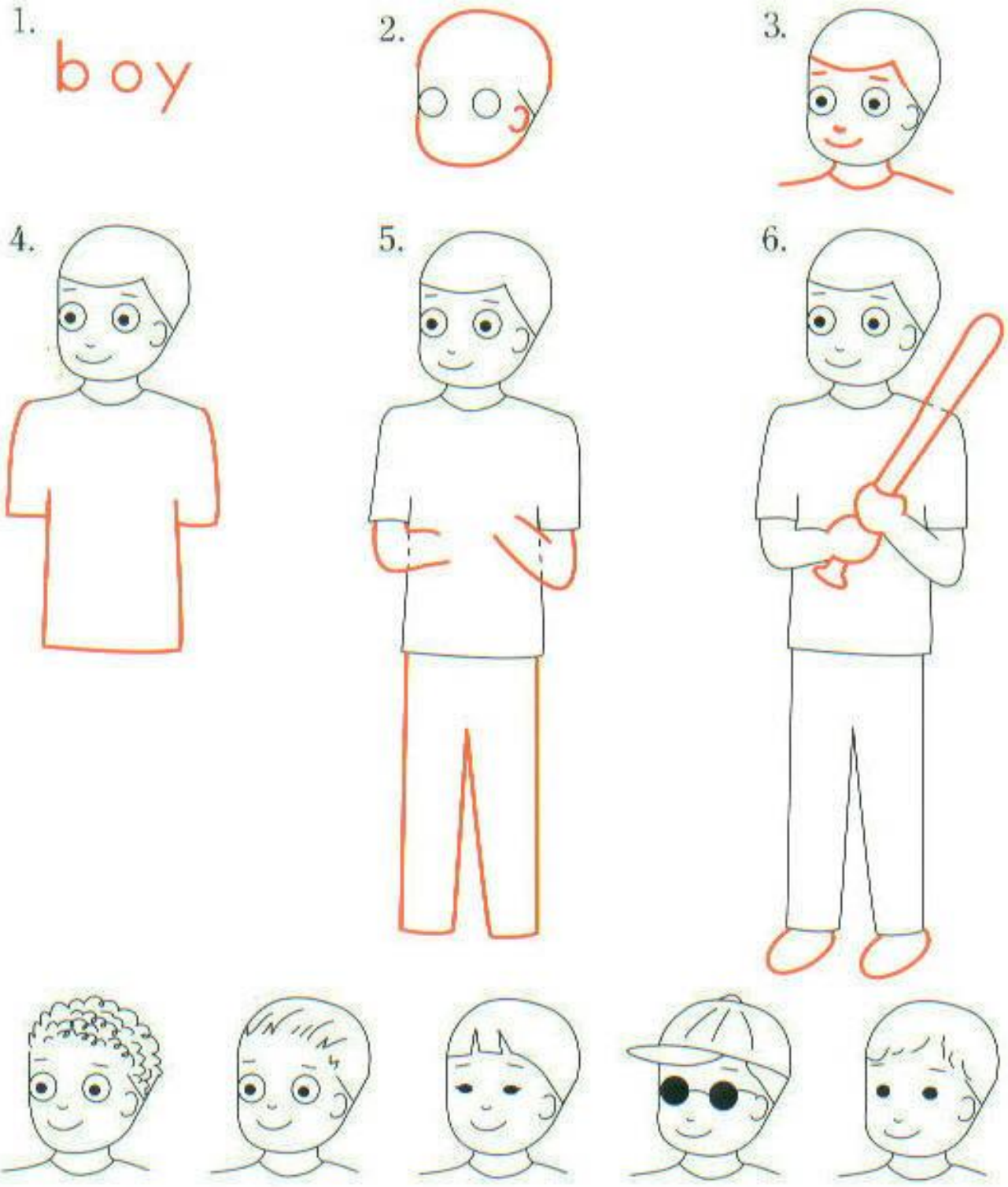
Boy

1. boy



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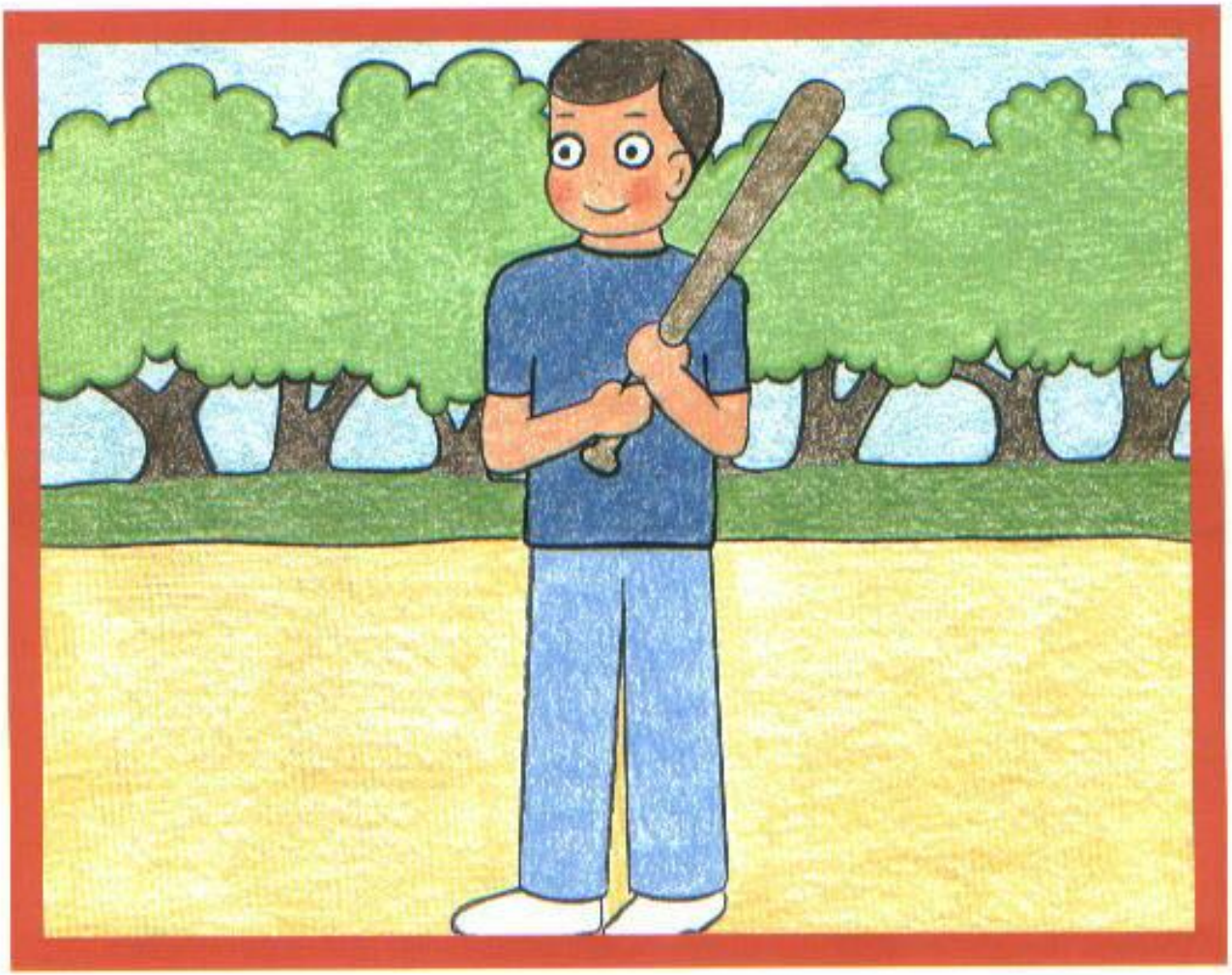

Baseball is a fun game.
The pitcher throws the ball.
The batter hits the ball.
The fielders try to catch it.

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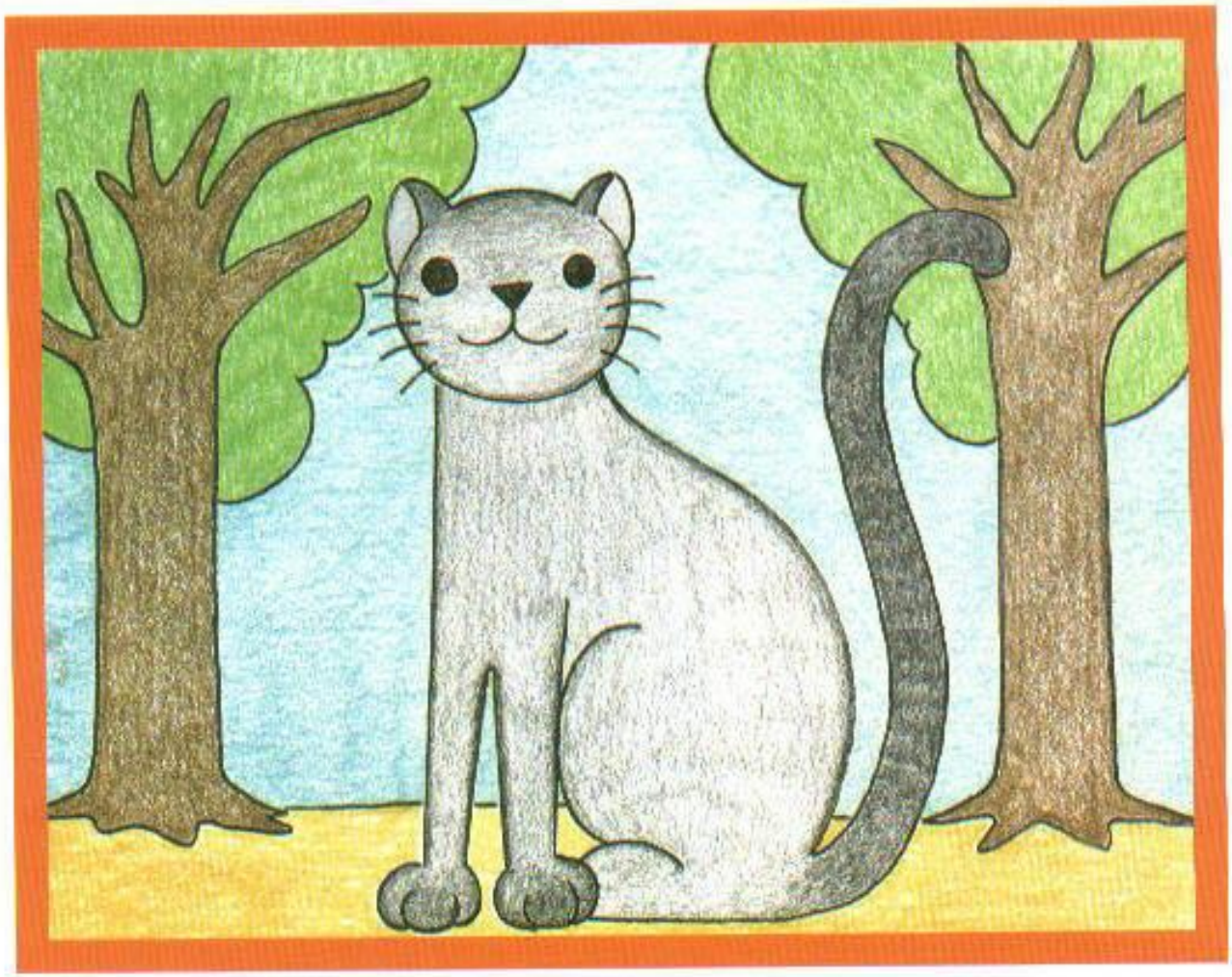

Cats make good pets.
They drink milk.
They have soft fur.
They catch mice.

Do mice make good pets?

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Cat

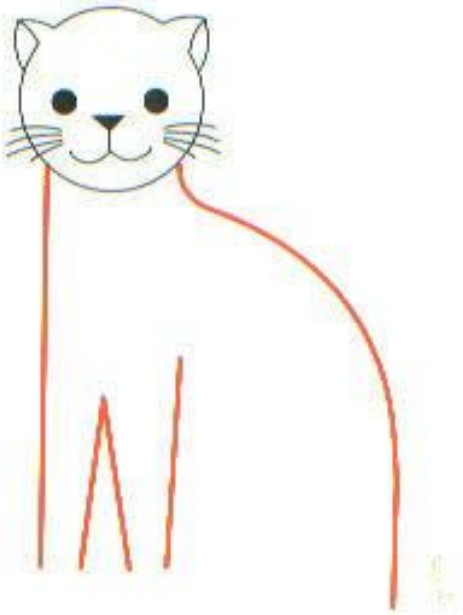
Question answered on page 50

1.

2.

3.

4.



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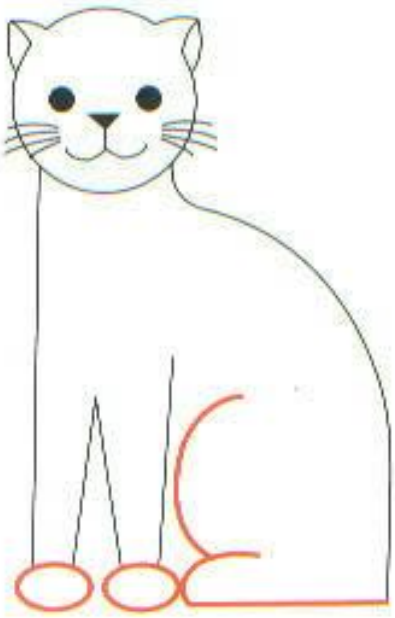

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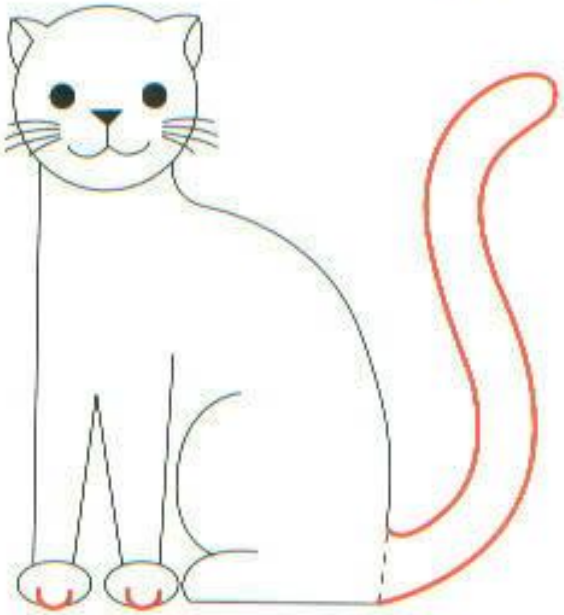

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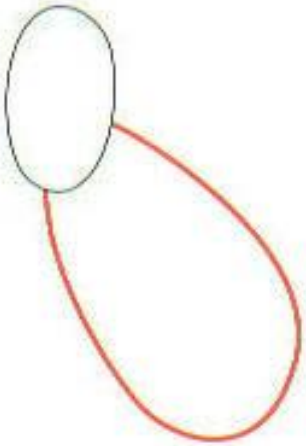
Dog

1.

2.



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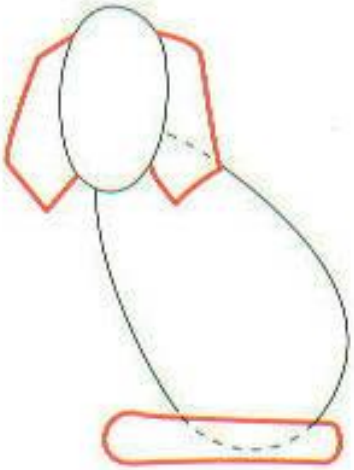

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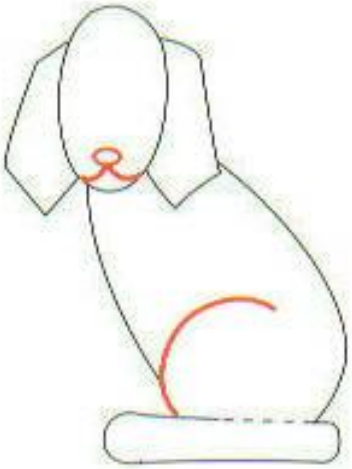

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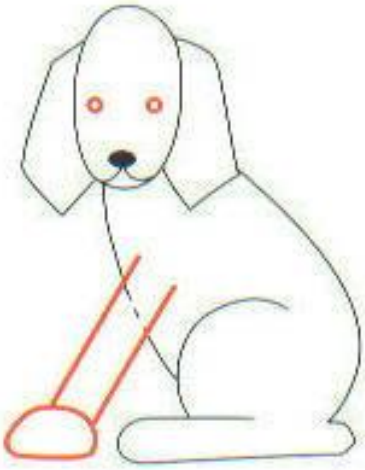

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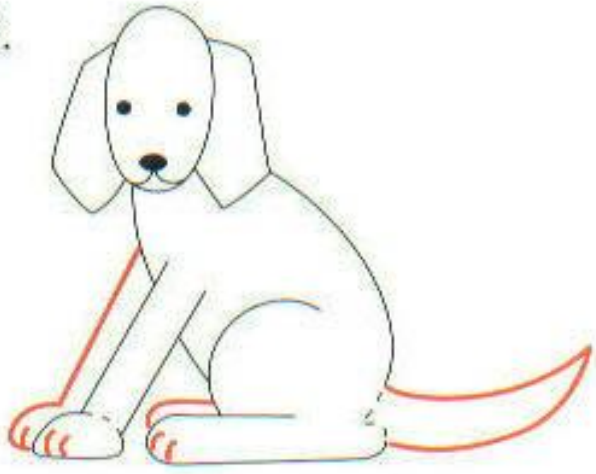

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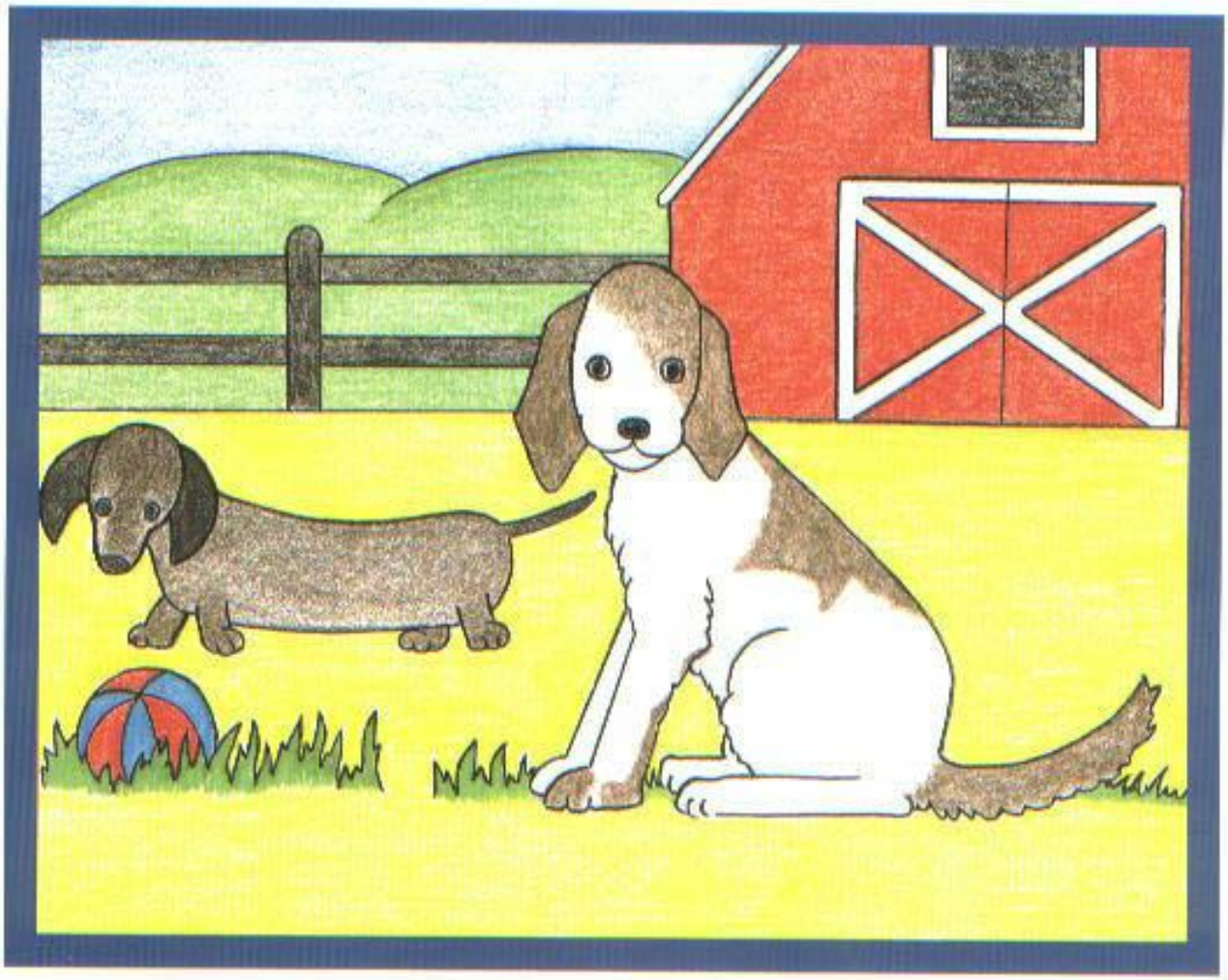

Dogs are good pets.
We like to play with dogs.
Dogs may be big or small.
They wag their tails.

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Jumping rope is fun.
Jump rope fast or slow.
Try jumping with a friend.
Start a jump rope team.

Do you know some jump rope tricks?

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Girl

Teaching Tip on page 64
Question answered on page 50

1. girl

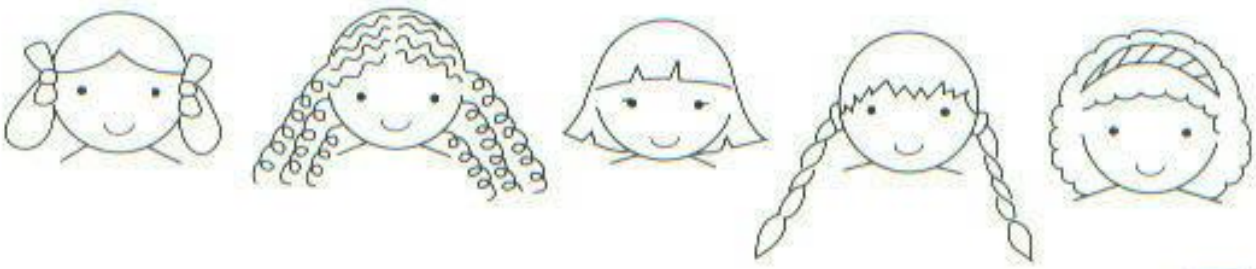
2. girl

3. girl

4. girl

5. girl

6. girl



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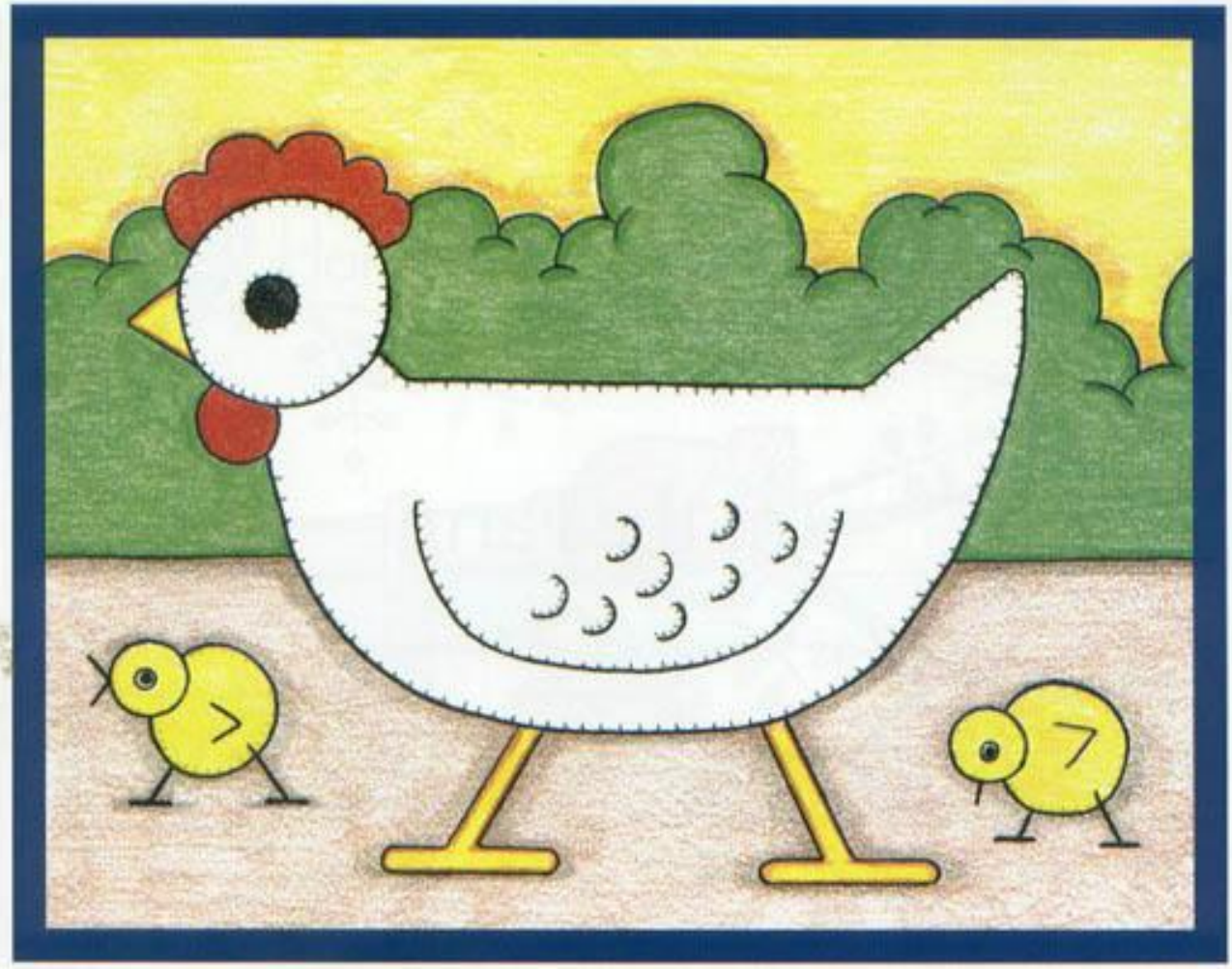
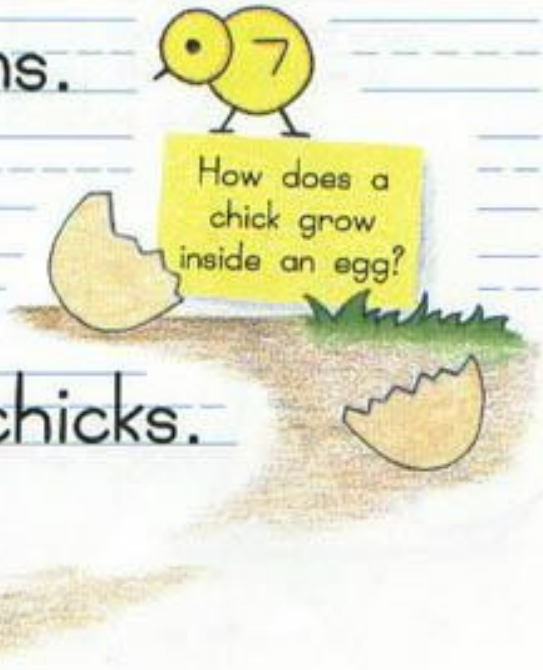


Hens live on farms.
Hens eat seeds.
Hens lay eggs.
Hens have baby chicks.



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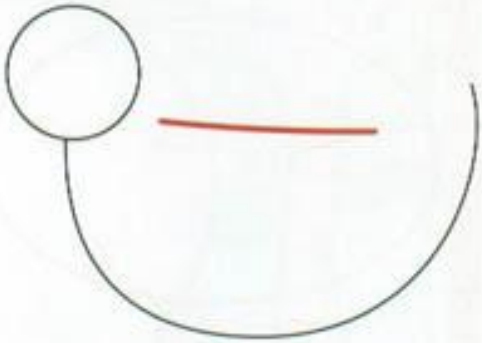
Hen

Question answered on page 32

1.

2.



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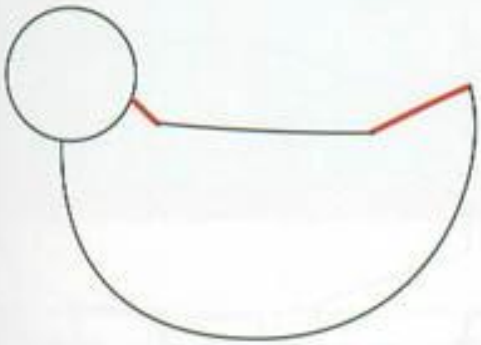

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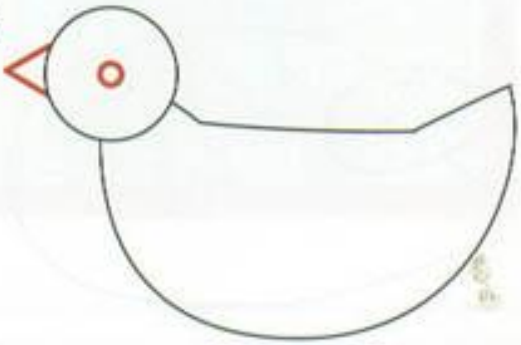

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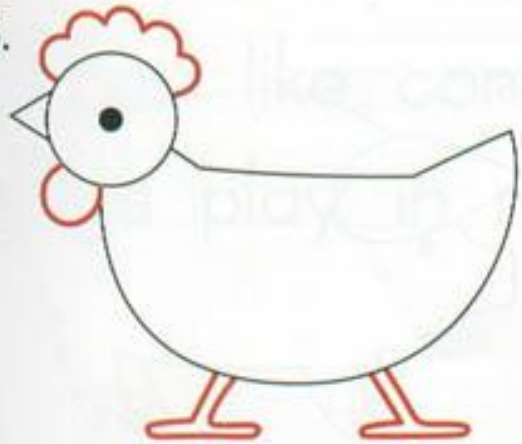

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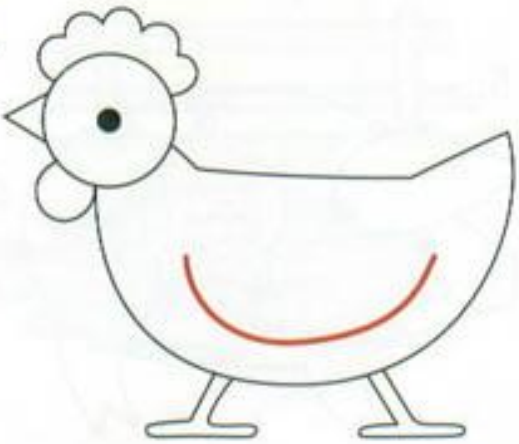

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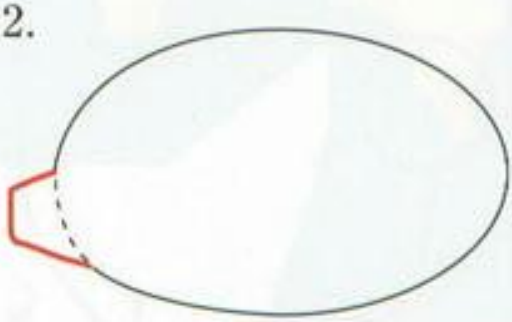
Pig

Teaching Tip on page 64
Question answered on page 32

1.

2.



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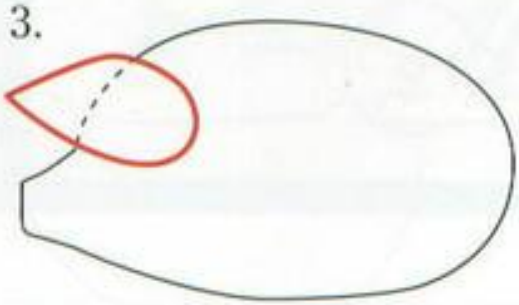

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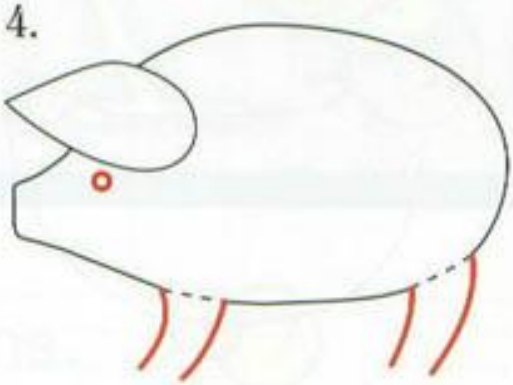

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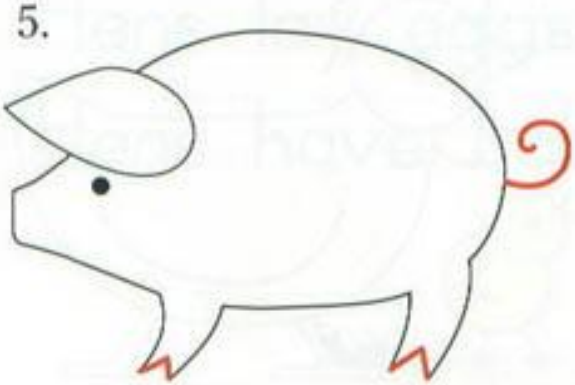

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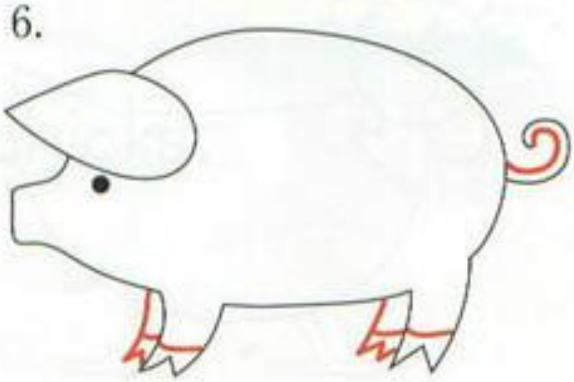

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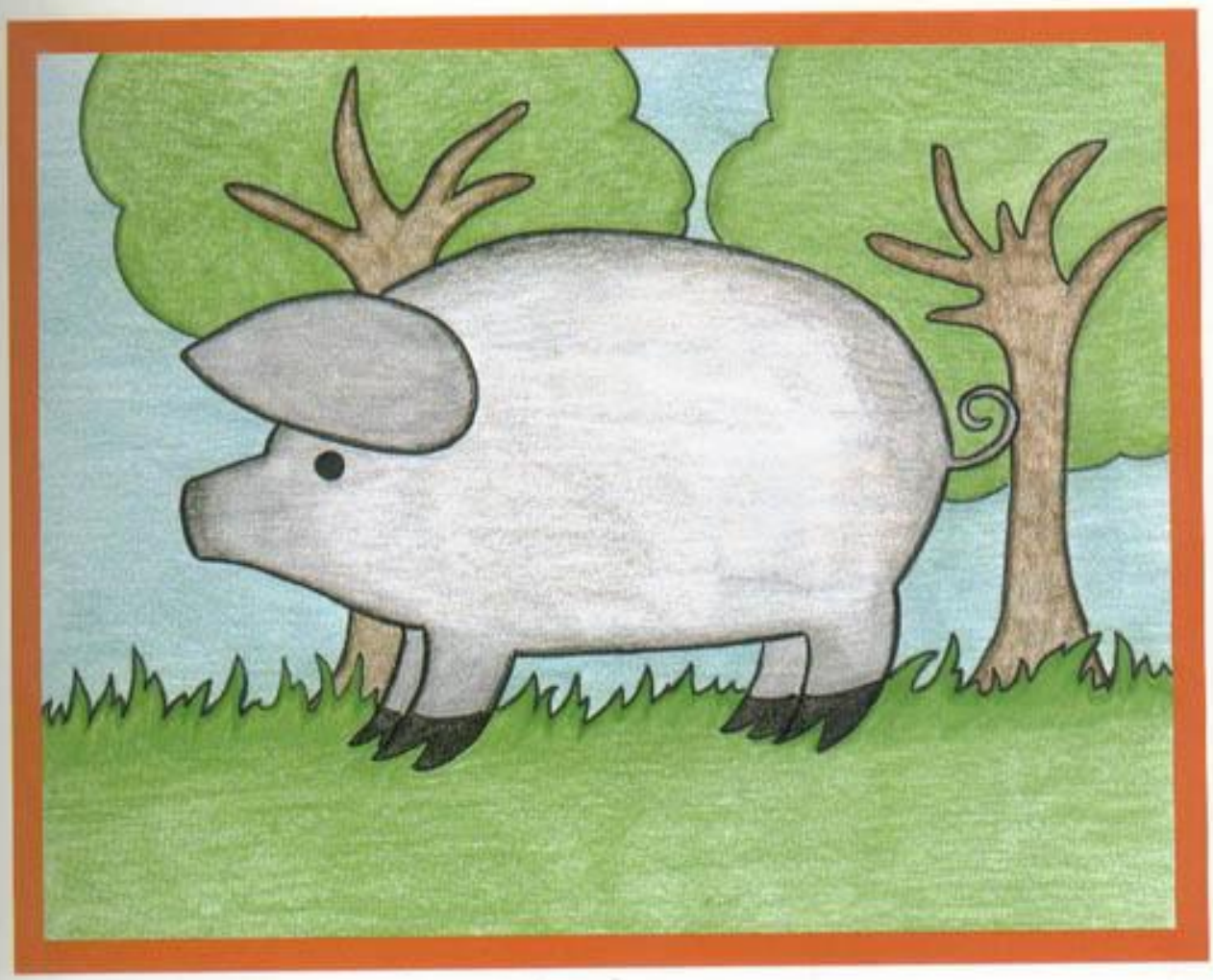
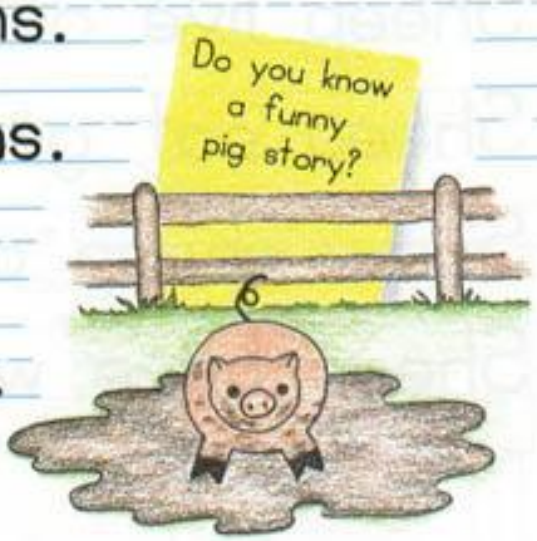


Pigs live on farms.
They stay in pens.
They like corn.
Pigs play in mud.



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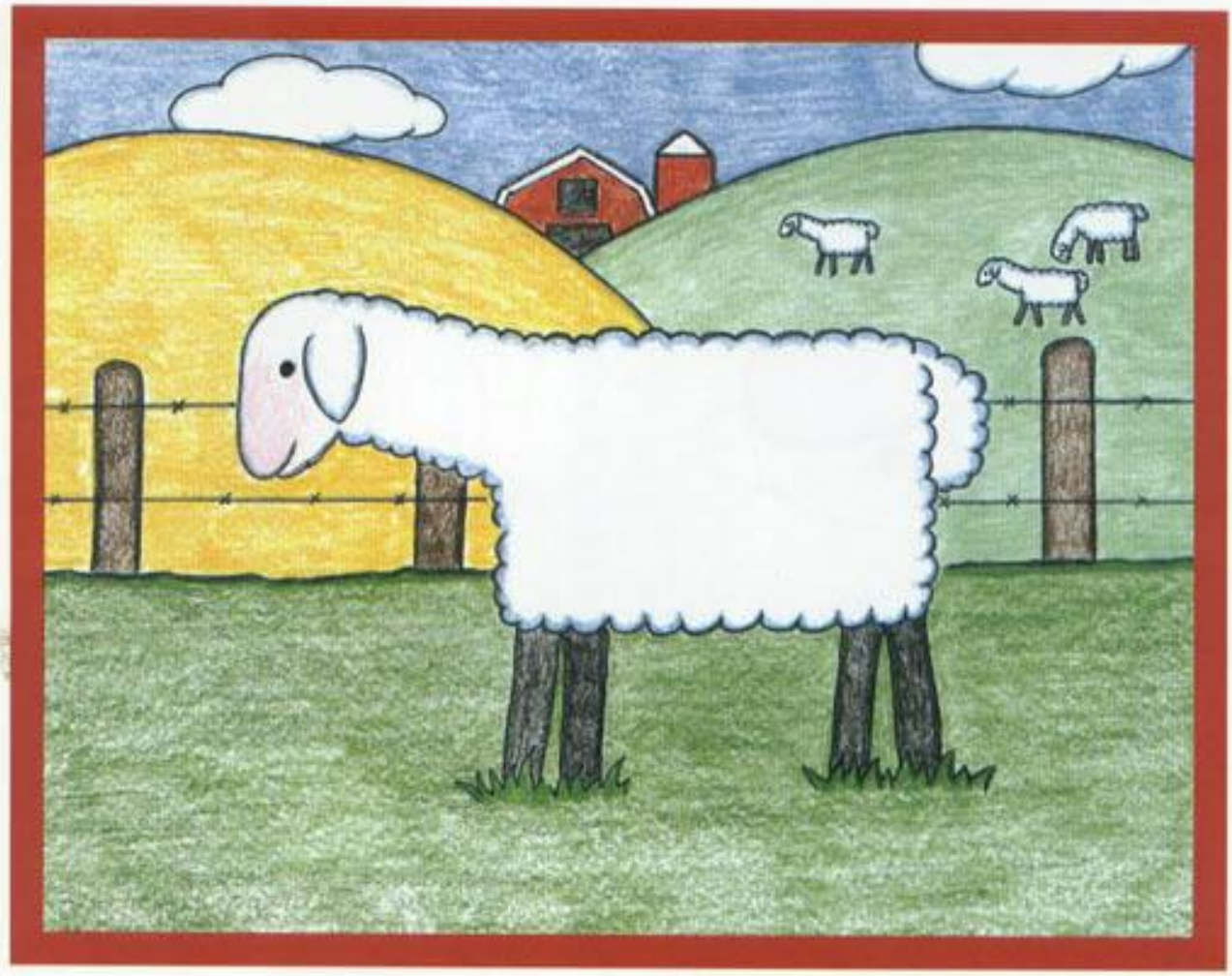

Sheep live on farms.
Sheep eat grass.
Some sheep are white.
Sheep have wool.

How is wool made into clothes?

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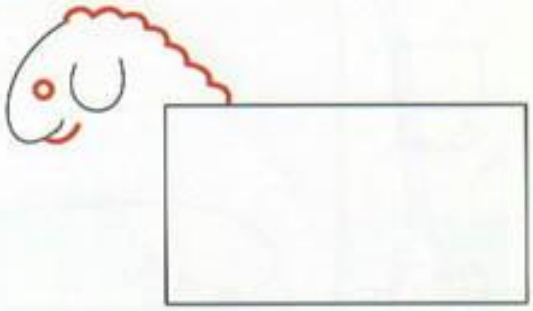
Sheep

Teaching Tip on page 64
Question answered on page 32

1.

2.



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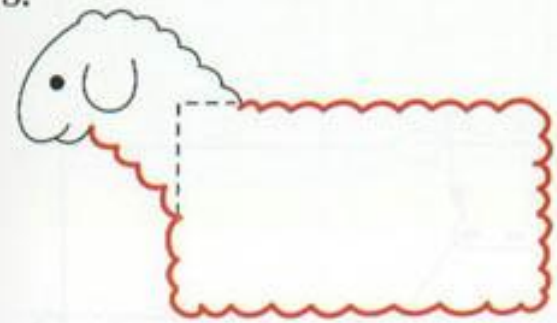

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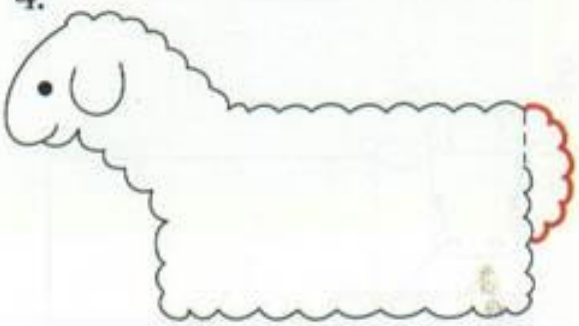

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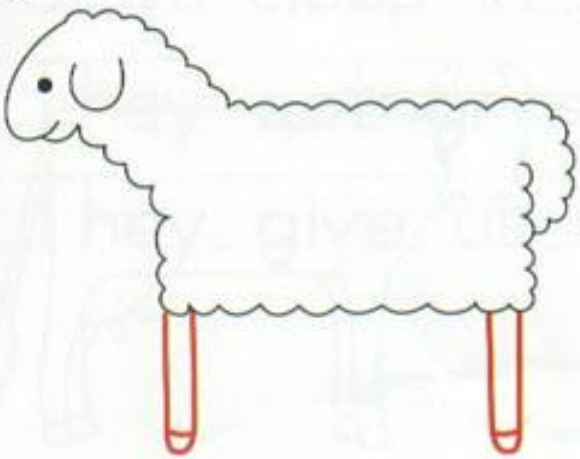

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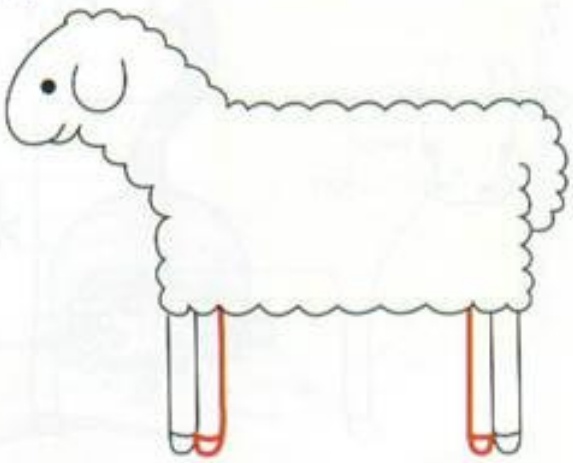

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Cow

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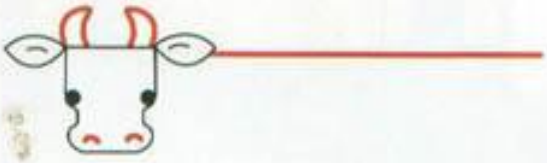

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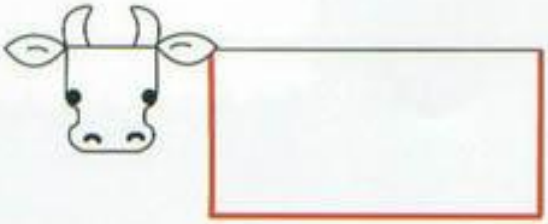

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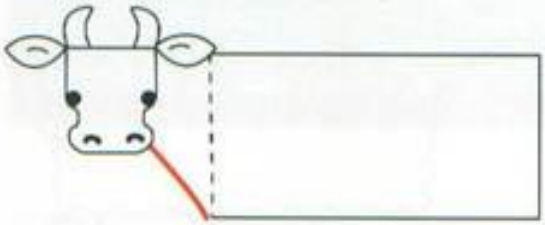

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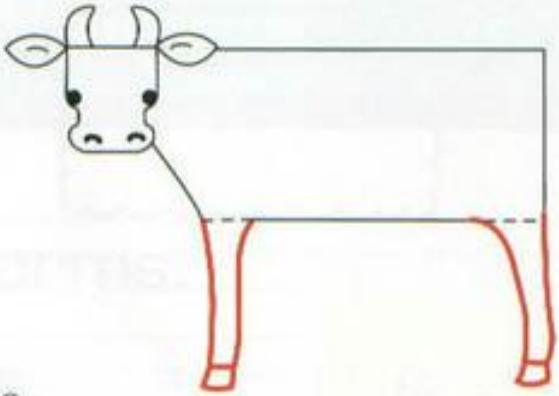

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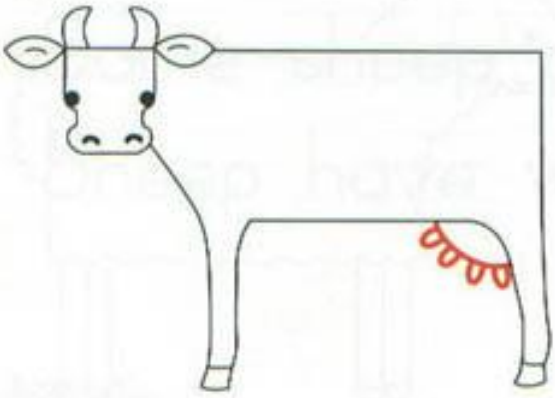

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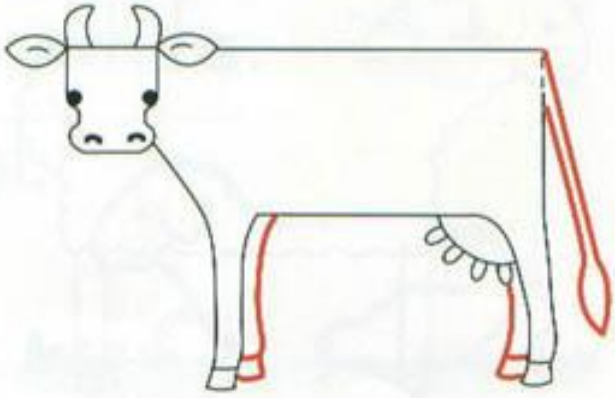

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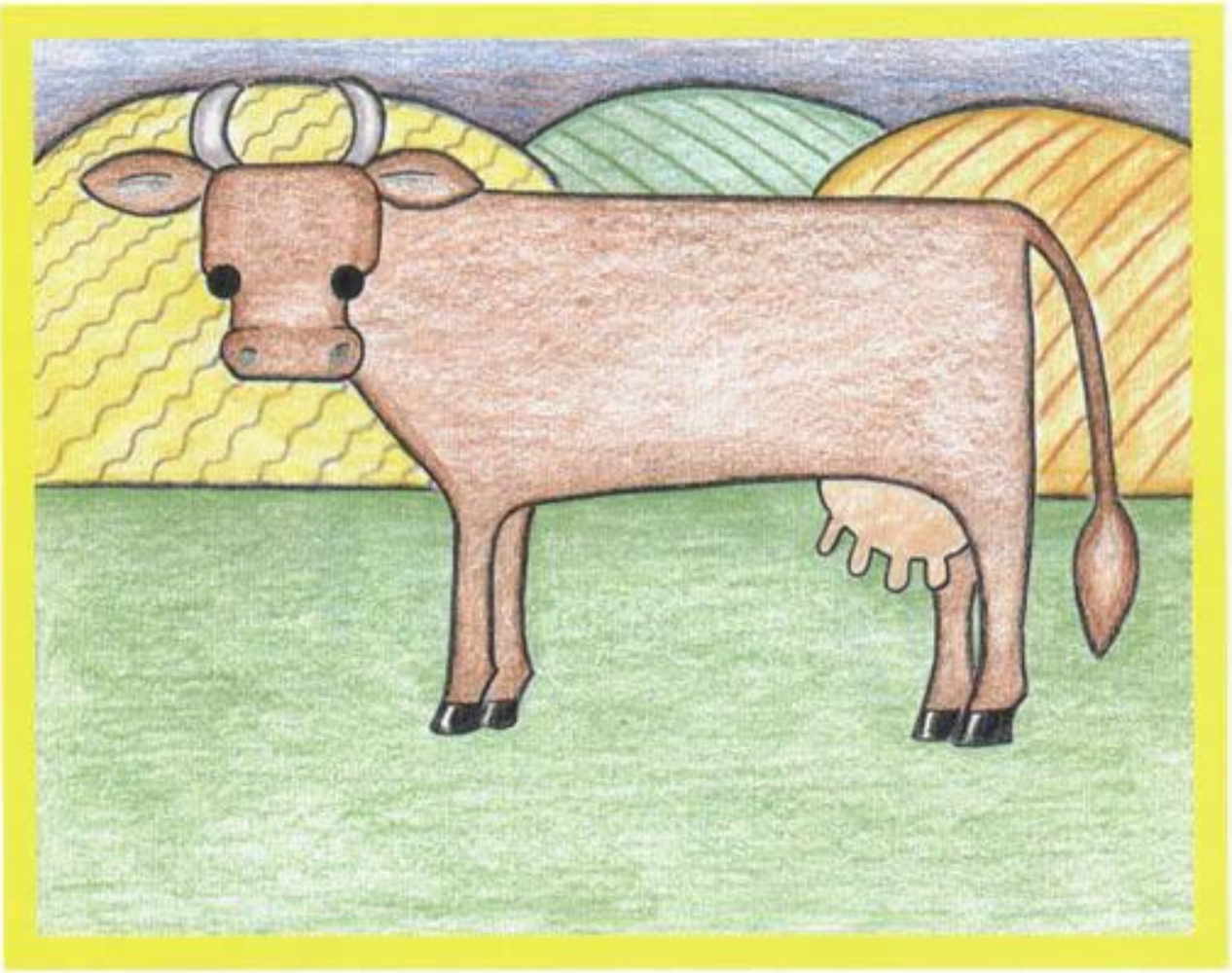
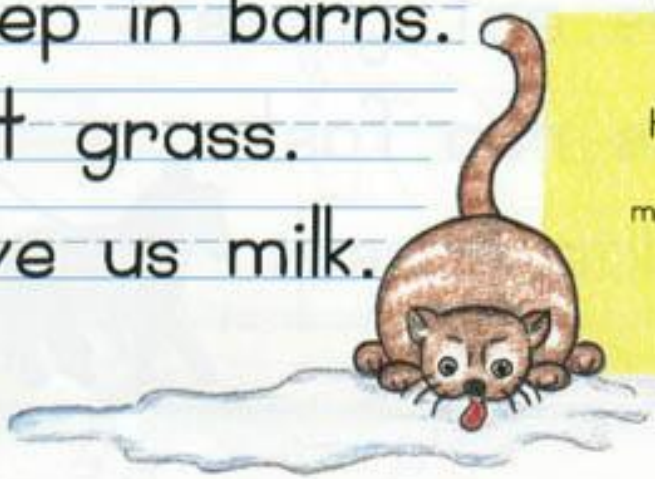


Cows live on farms.
Cows sleep in barns.
They eat grass.
They give us milk.

How do cows make milk?



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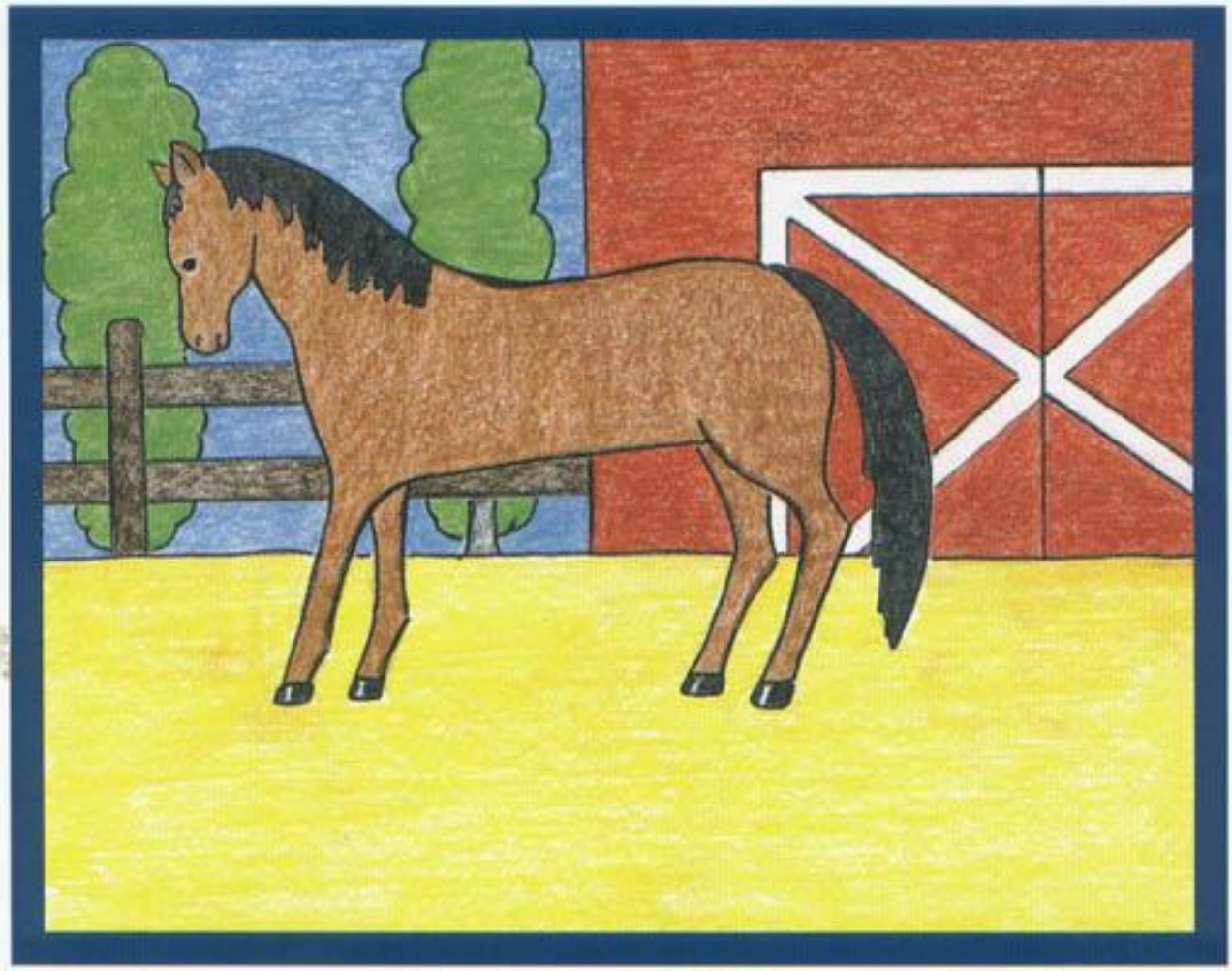

Horses live on farms.
Horses eat grass.
Horses run fast.
We ride horses.

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Horse

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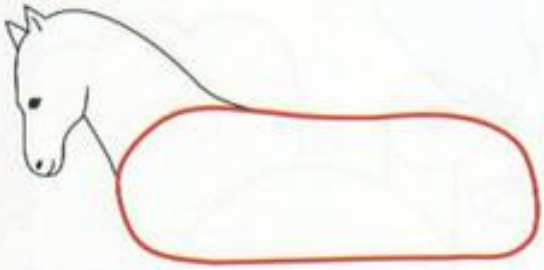

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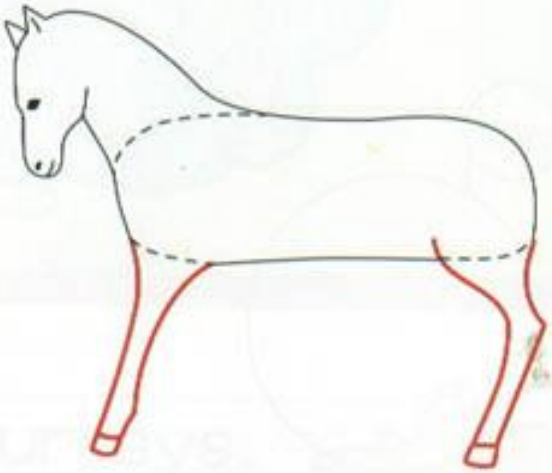

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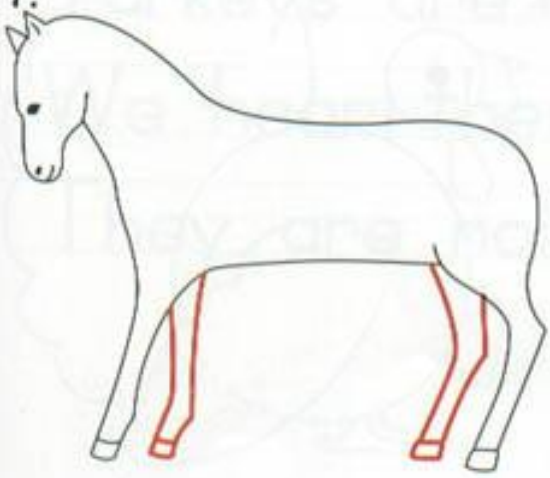

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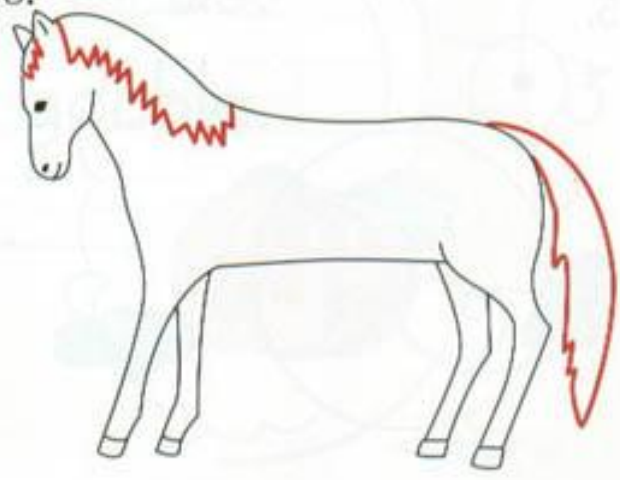

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Turkey

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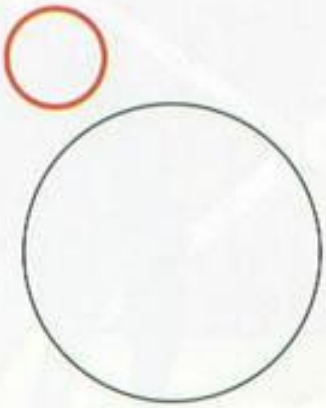

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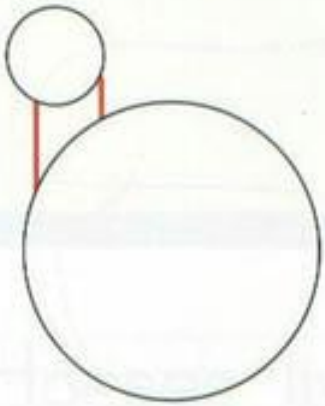

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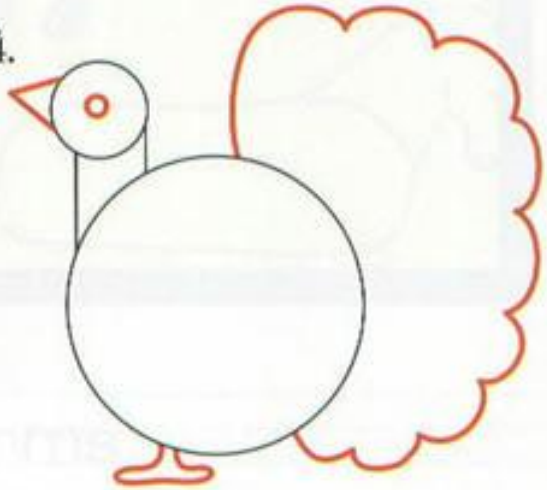

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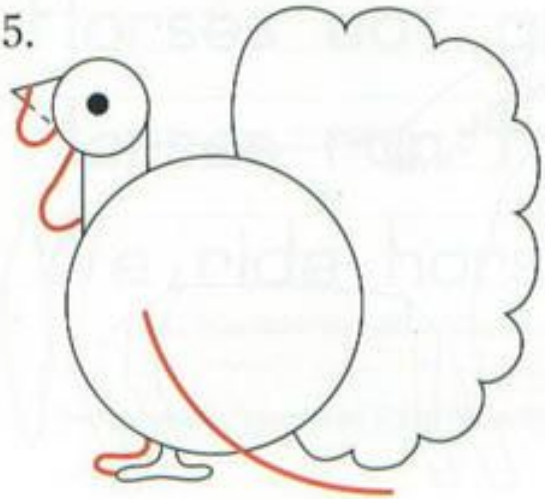

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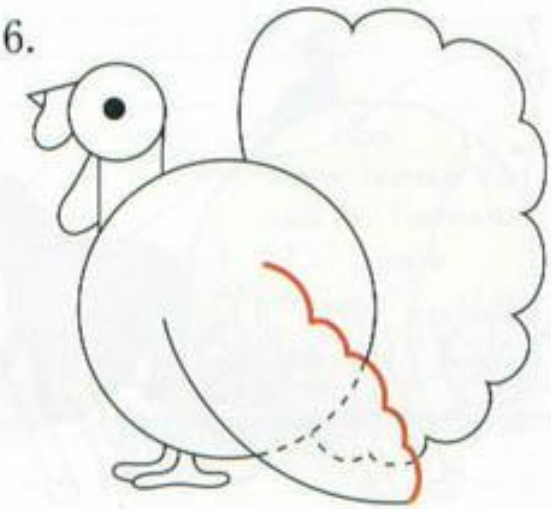

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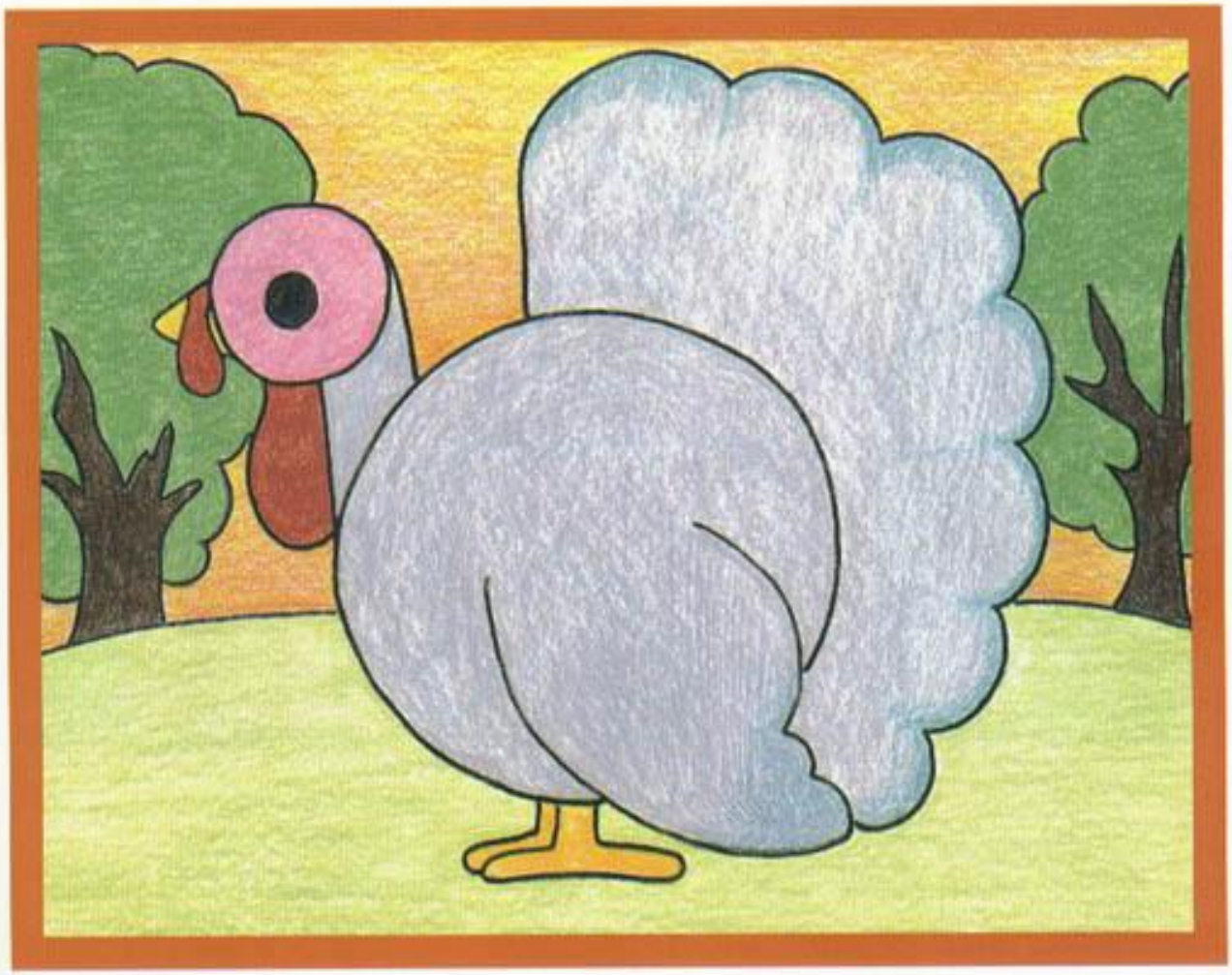
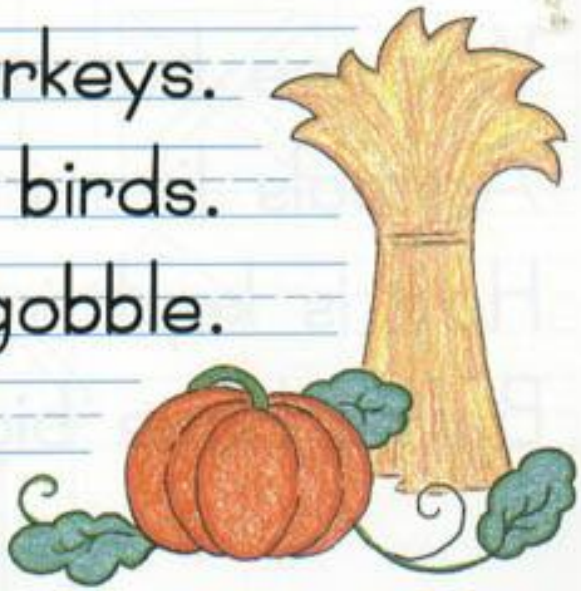


Farmers raise turkeys.
Turkeys are big birds.
We hear them gobble.
They are noisy.



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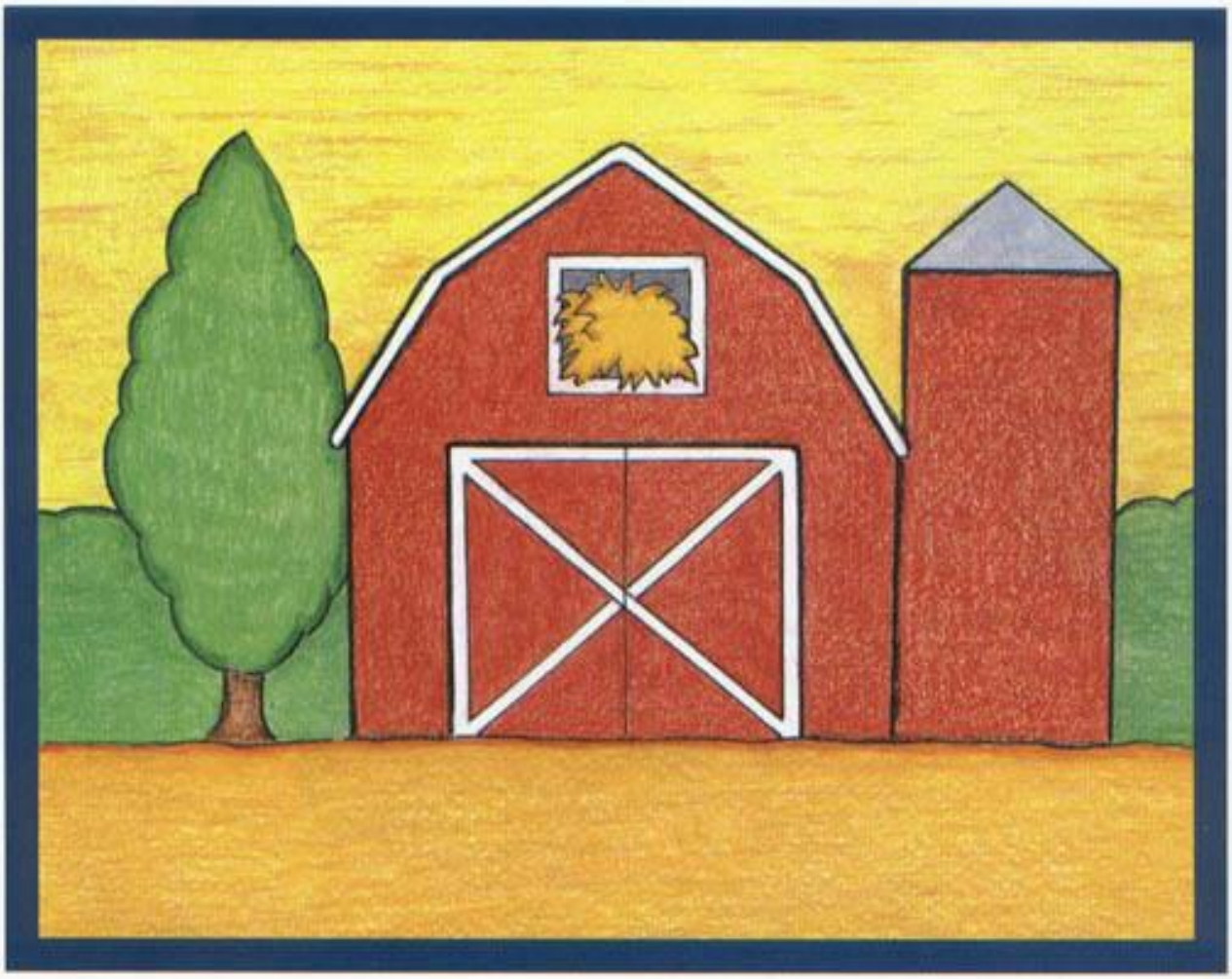
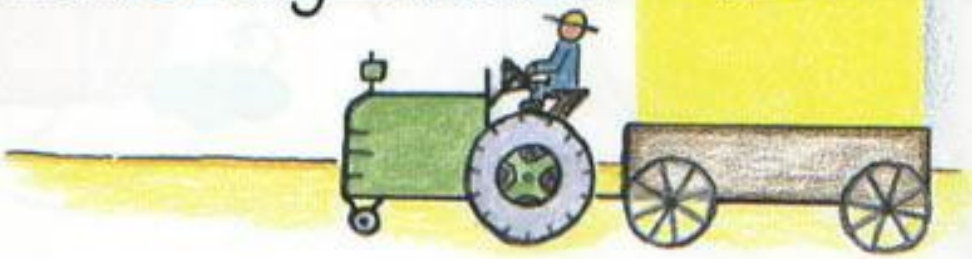


We see barns on farms.
Animals live in barns.
Hay is kept in barns.
Barns have big doors.

Why do barns have big doors?



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Barn

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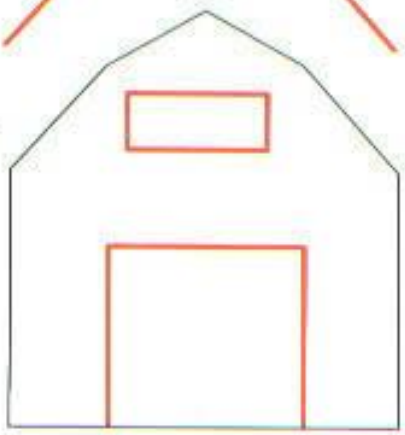

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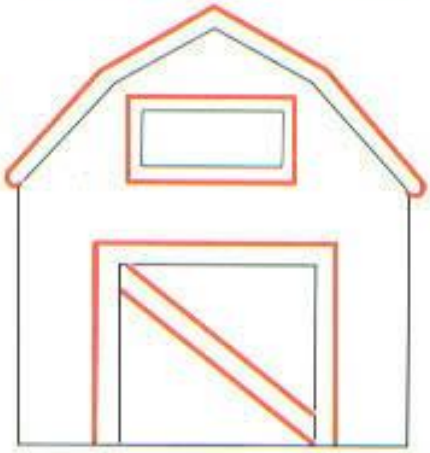

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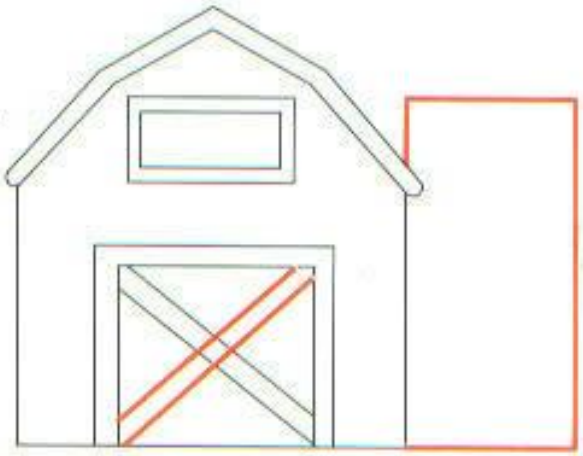

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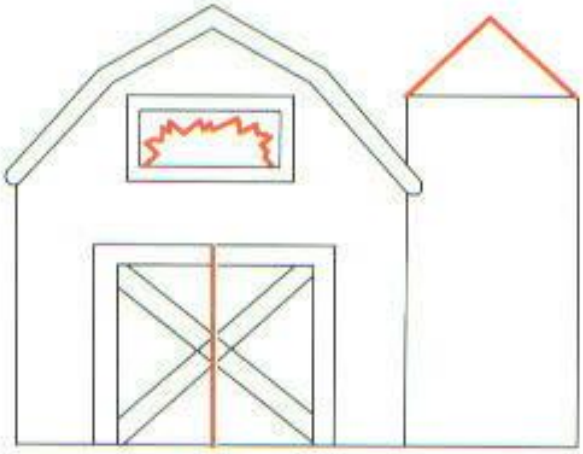

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Duck

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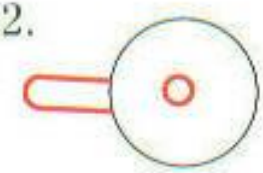

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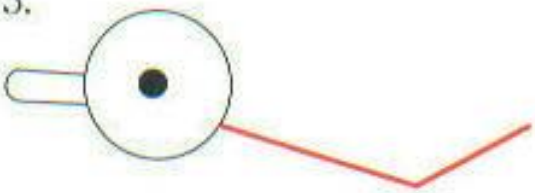

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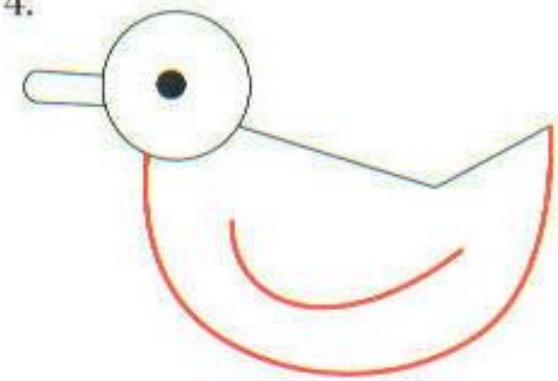

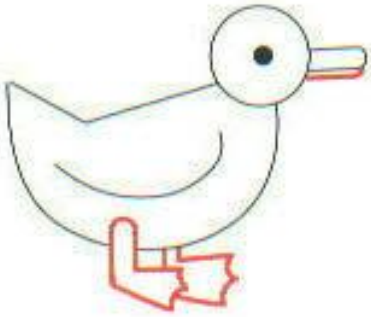

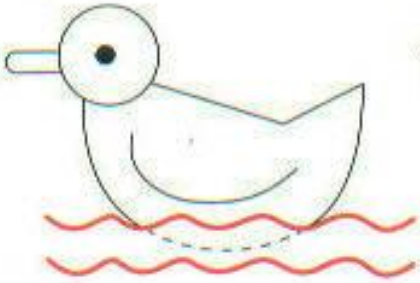

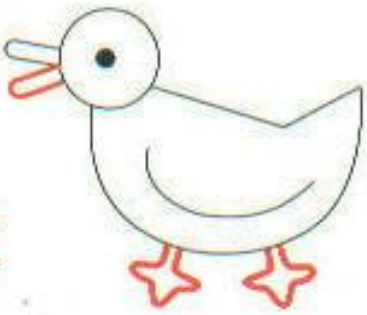

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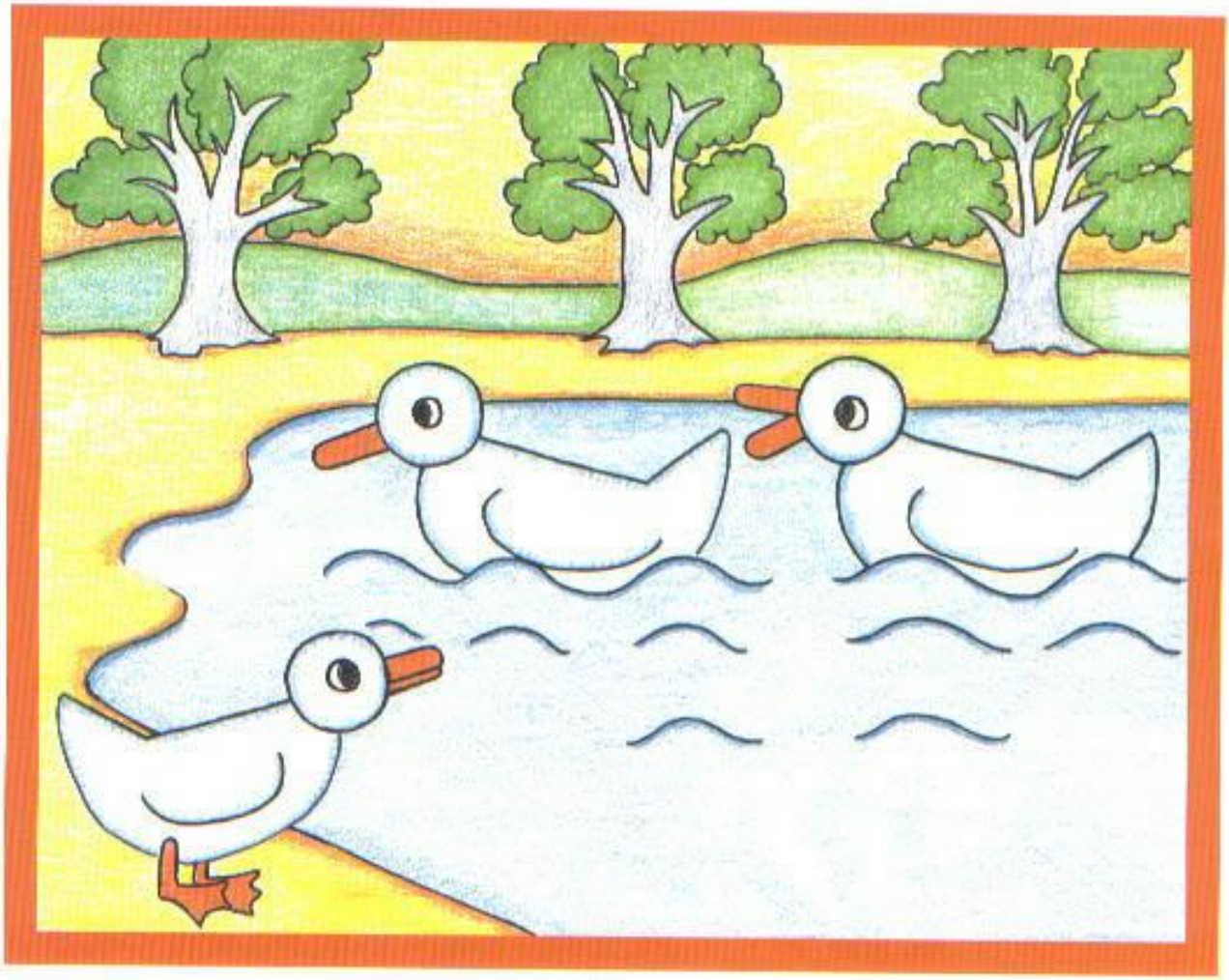
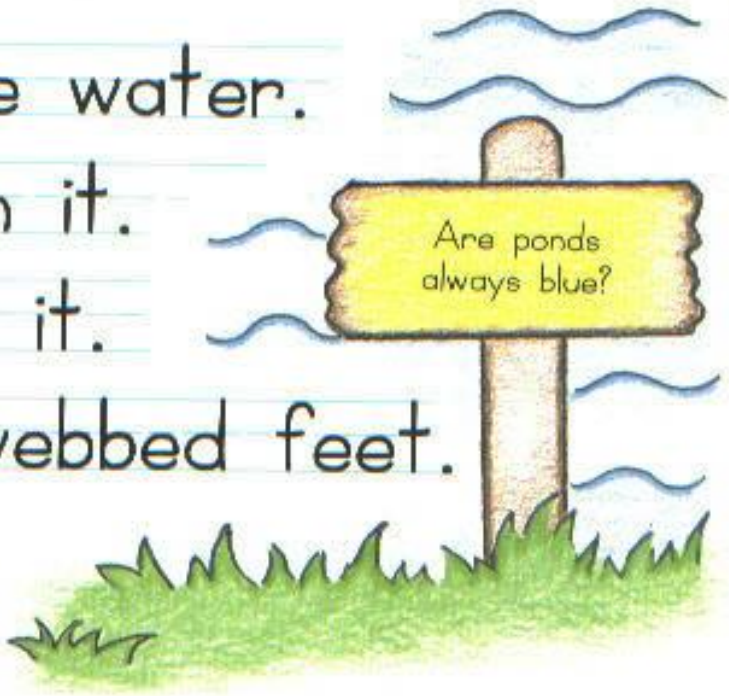


Ducks like the water.
They swim in it.
They play in it.
They have webbed feet.



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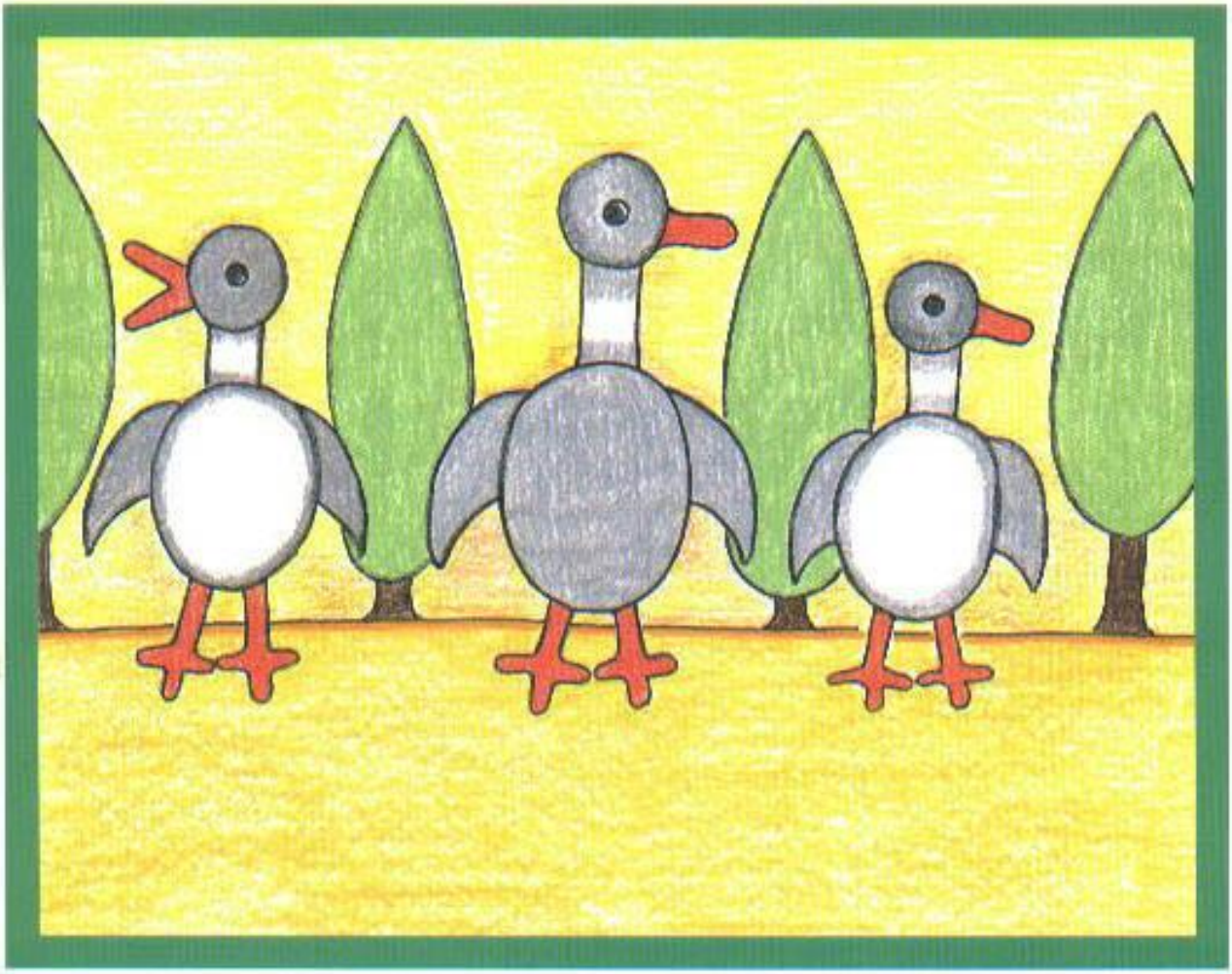
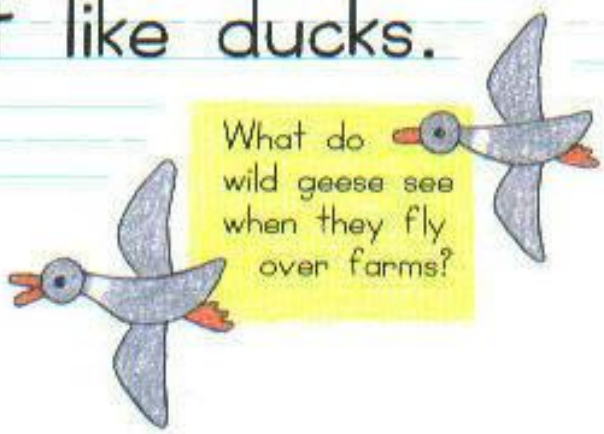


Some farms have geese.
Geese are bigger than ducks.
They have feet like ducks.
They lay eggs.



What do wild geese see when they fly over farms?

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Goose

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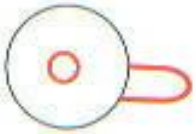

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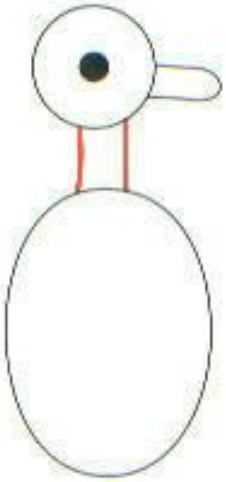

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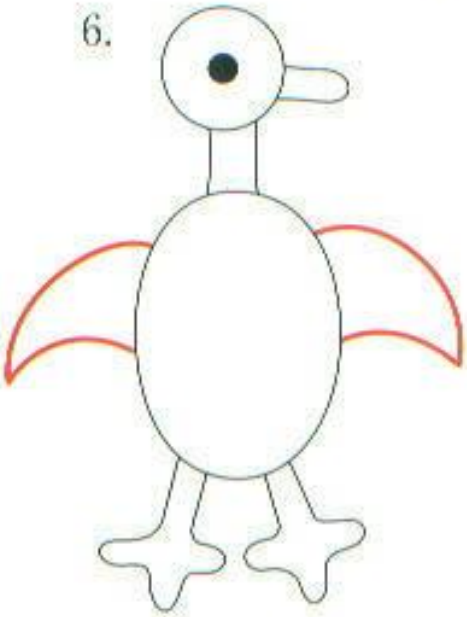

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Tractor

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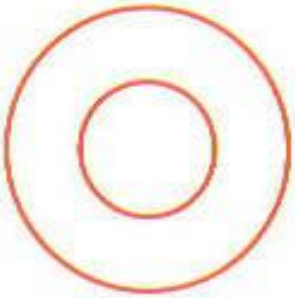

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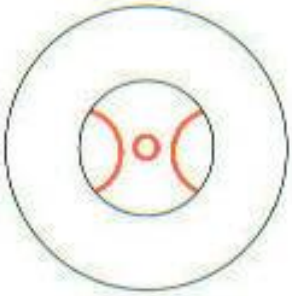

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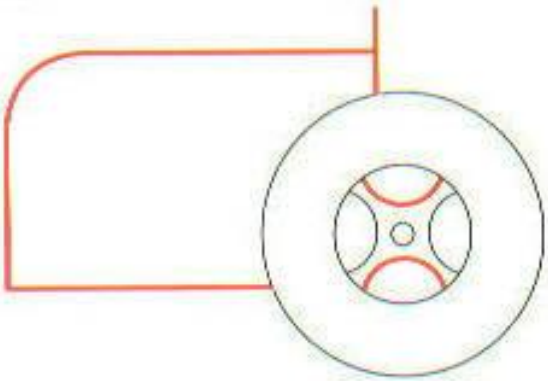

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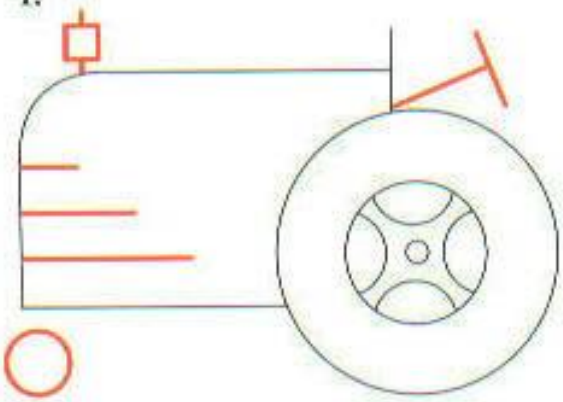

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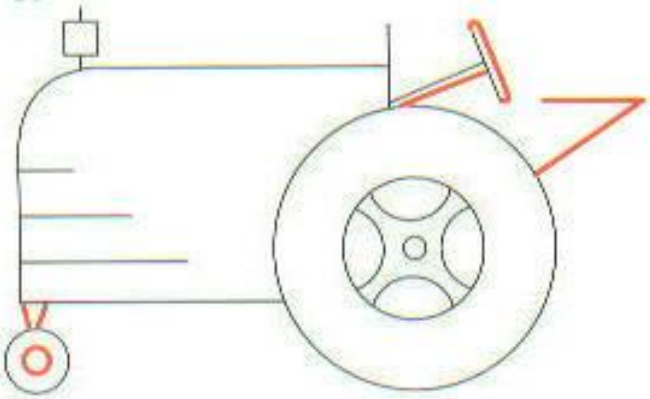

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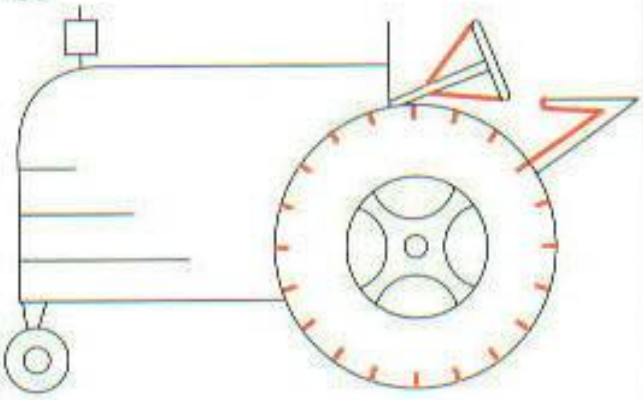

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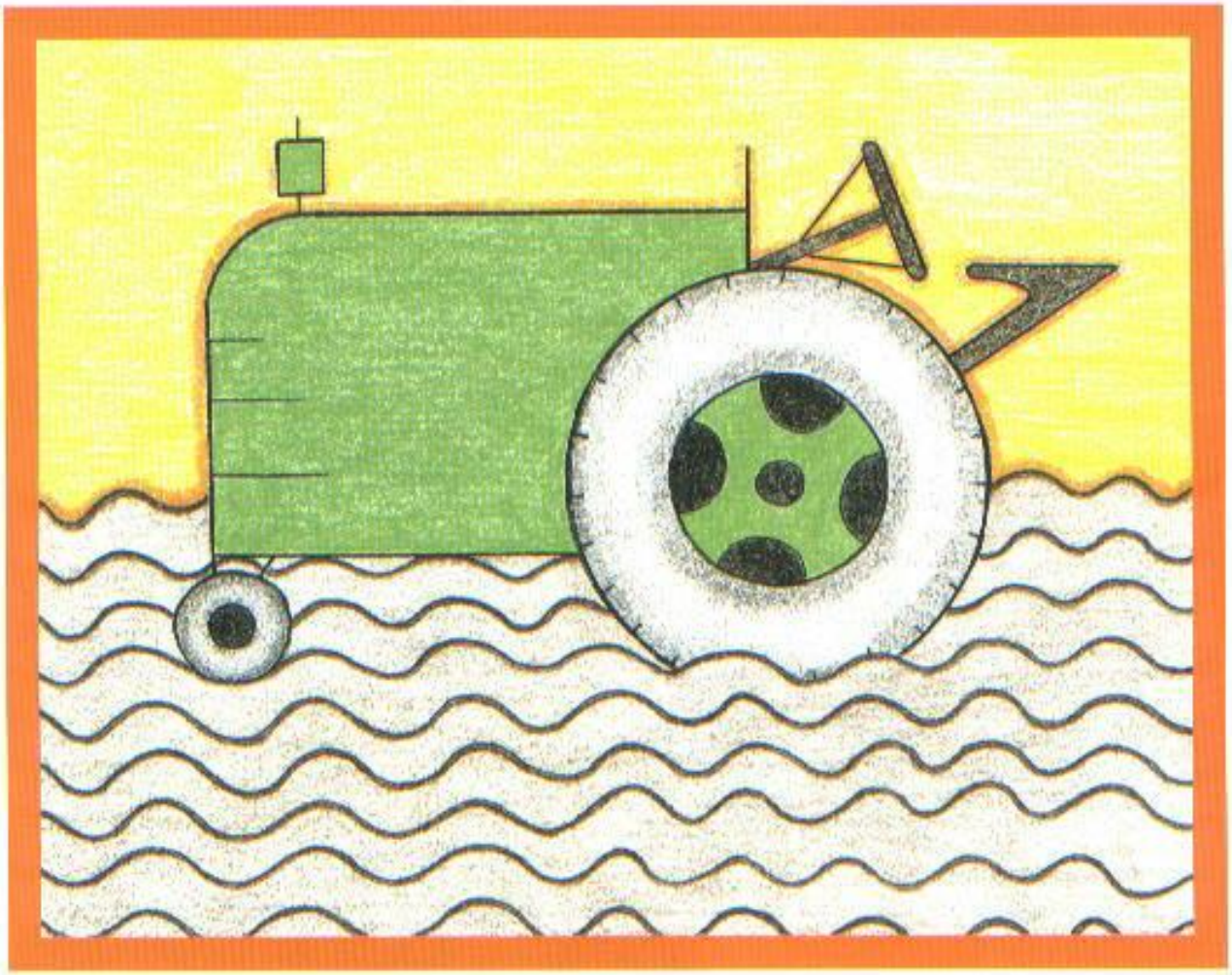

Tractors help the farmer.
Tractors work in fields.
Tractors pull loads.
Tractors are noisy.

How did farmers plow their fields before they had tractors?

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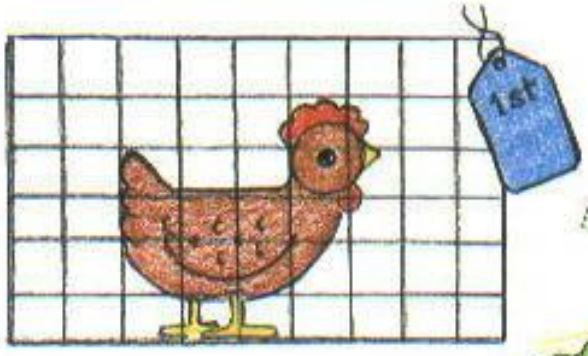
Draw What You See

Where have you seen farm animals?

By mountains?



At a fair?

Near woods?

In a parade?

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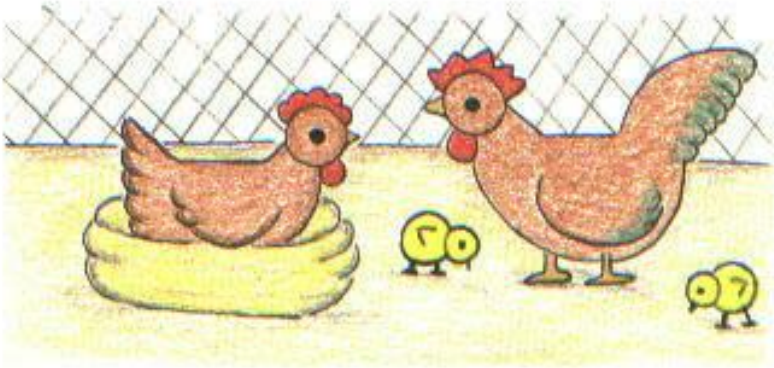
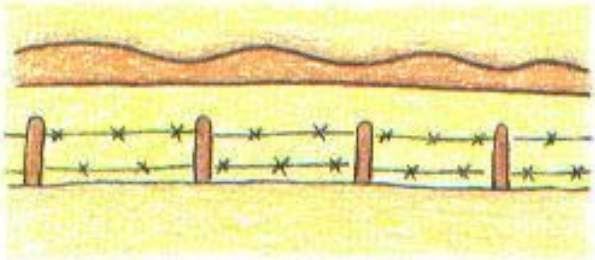
Look for lines and shapes in the things you see.

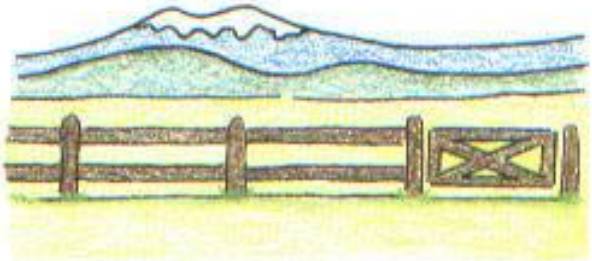
How are lines used to draw these fences?



Chicken Wire

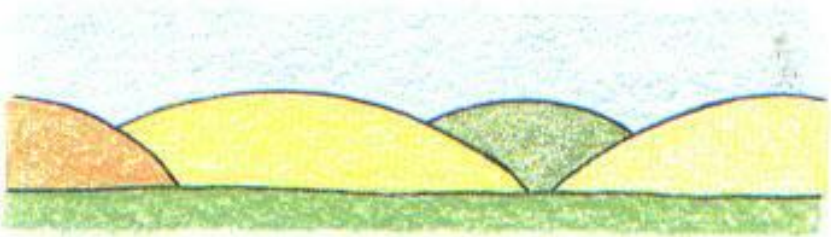


Barbed Wire
(page 14)



Board Fence
(pages 18 and 41)

What shape are these hills? How are lines used to suggest farm fields?



Hills
(pages 14 and 25)

Farm Fields
(pages 17, 29 and 52)

Building Behind Hills
(pages 14 and 52)

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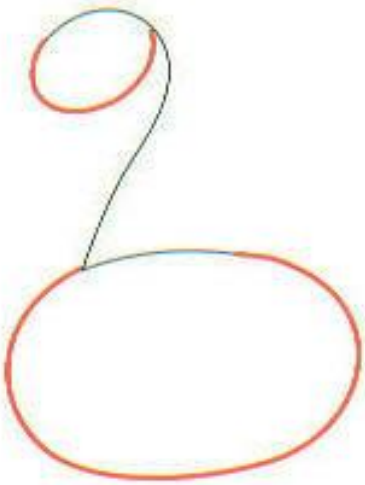
Swan

Teaching Tip on page 64

1.

2.



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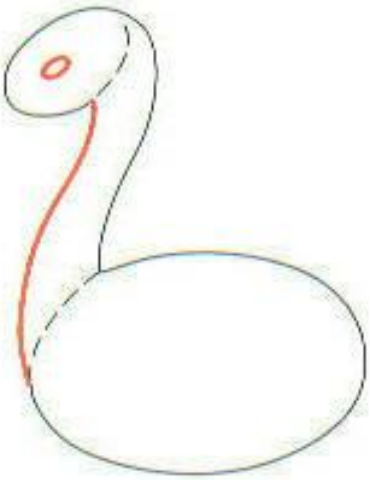

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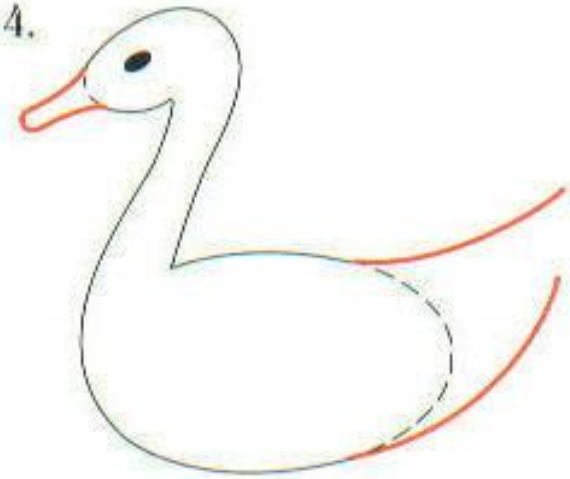

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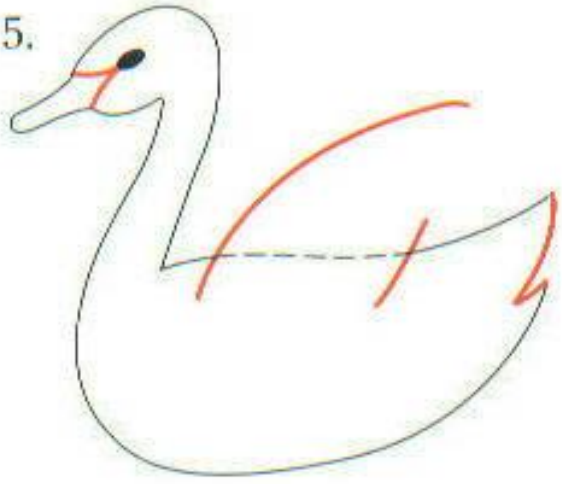
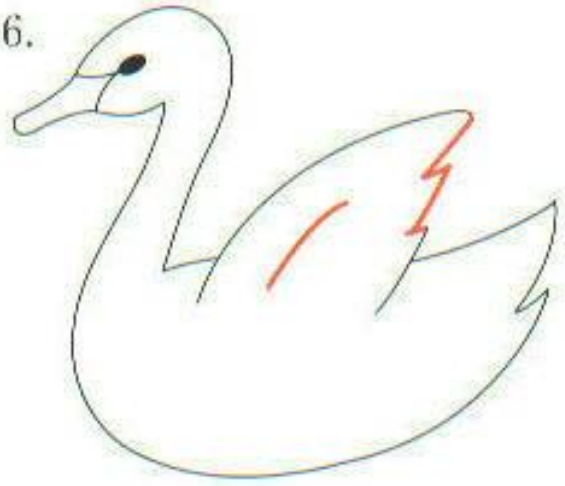


6.



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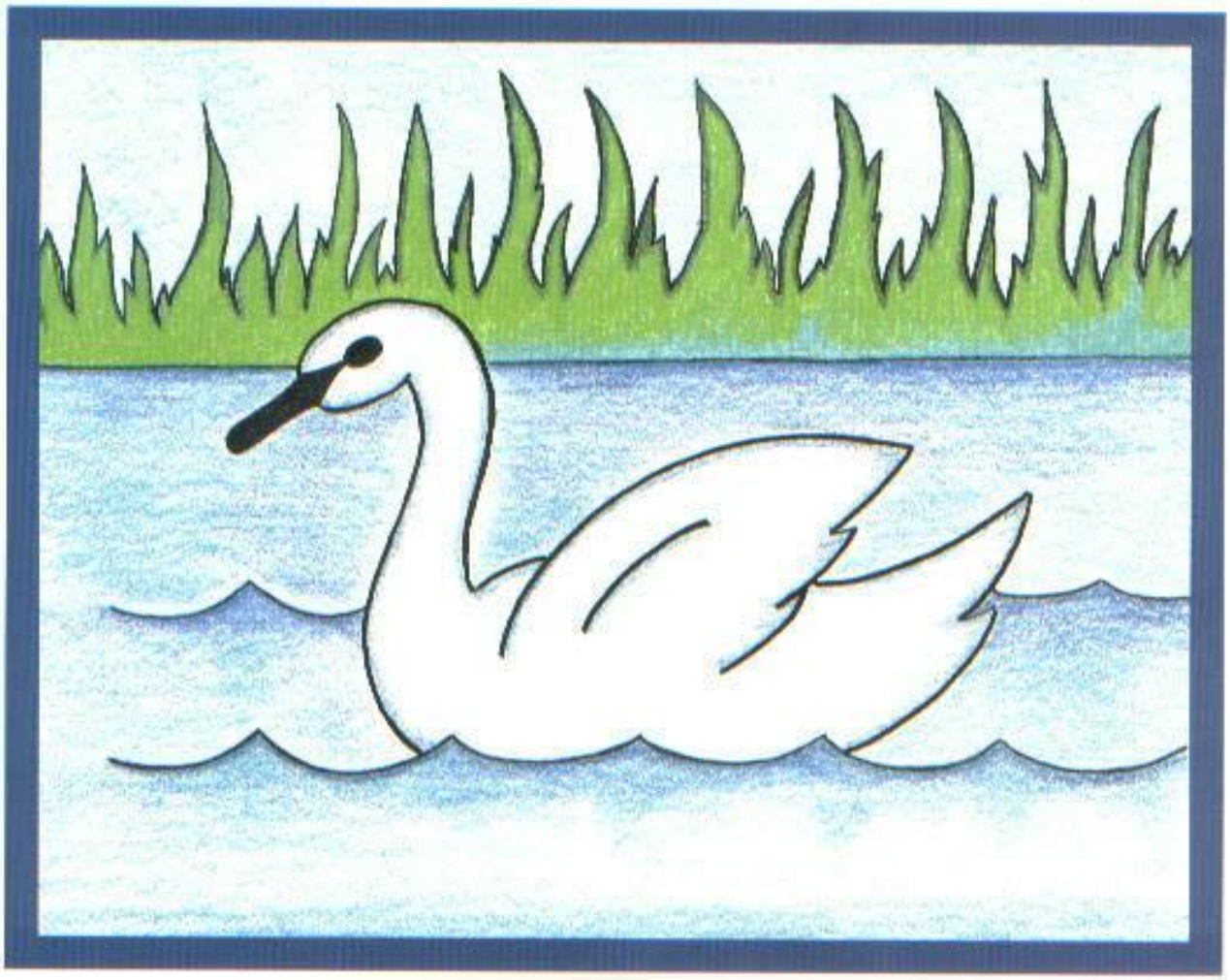
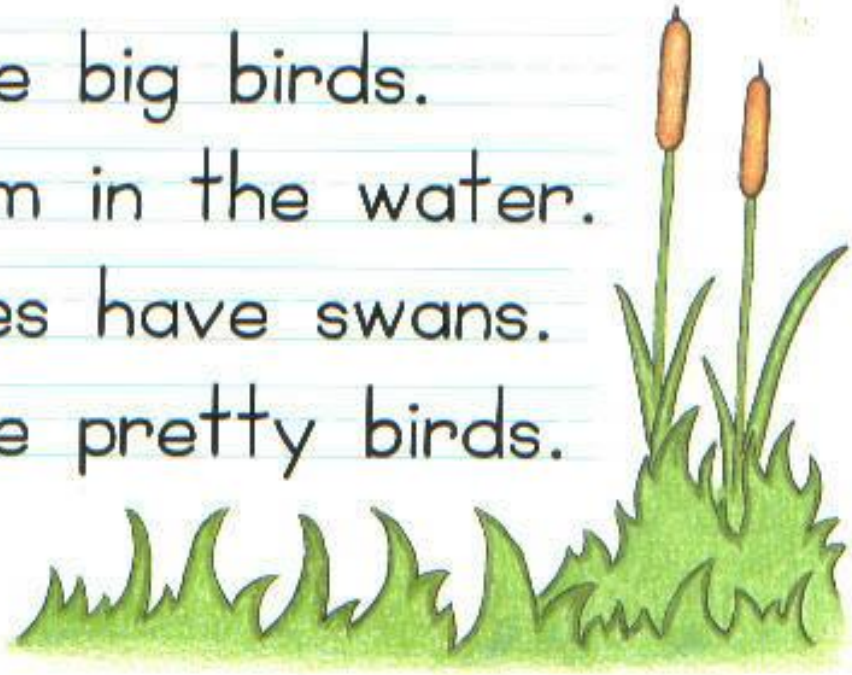


Swans are big birds.
They swim in the water.
Some lakes have swans.
Swans are pretty birds.



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